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Statement of Activities 1989-90

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION — 1990

State of Connecticut

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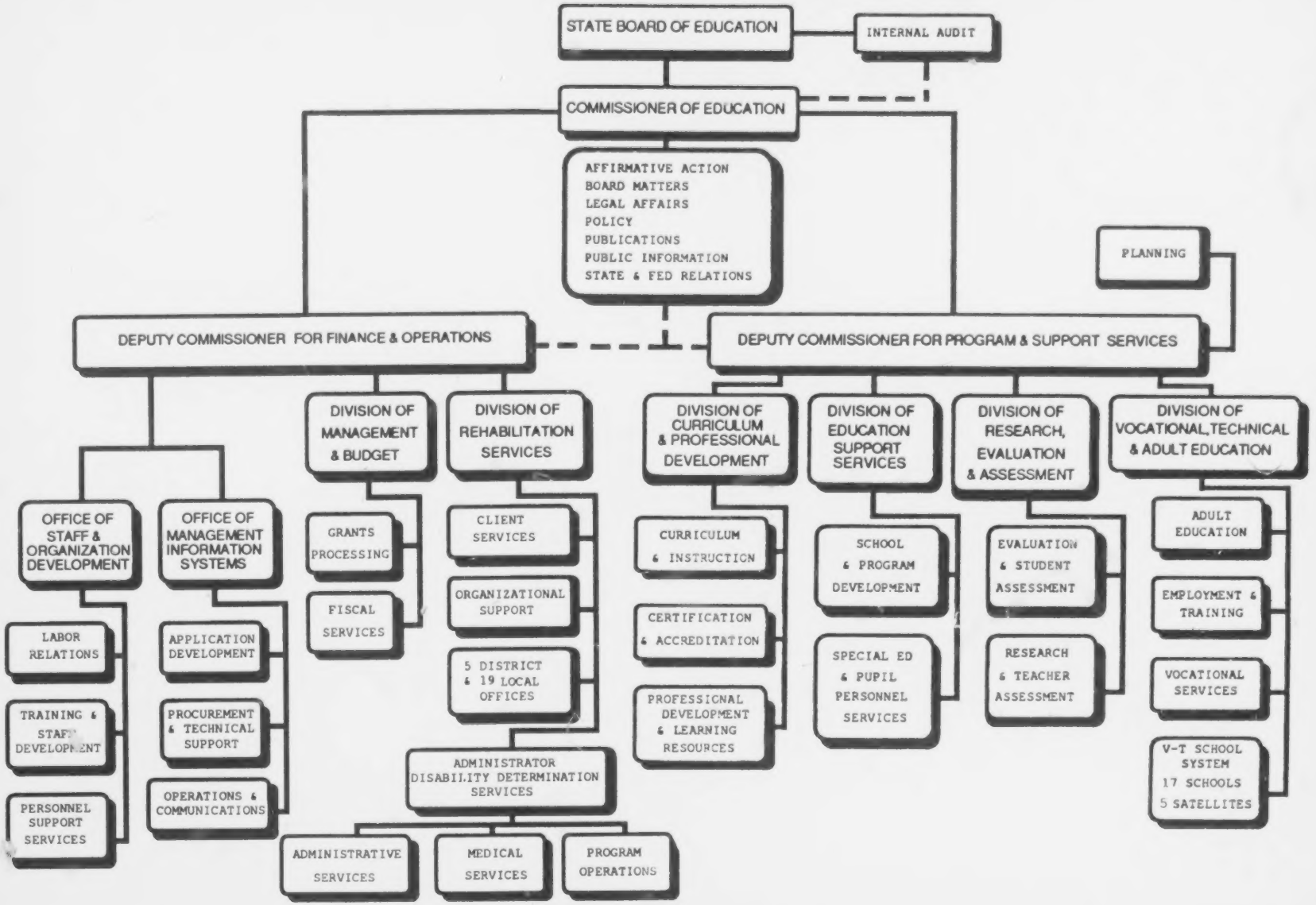
CONNECTICUT STATE DEPARTMENT OF EDUCATION



OVERVIEW

Challenge for Excellence, Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan 1991-1995, developed over a 16-month period and adopted by the State Board of Education in April 1990, establishes ambitious goals and a demanding agenda for the first half of the 1990s. Five Statewide Educational Goals for Students and eight policy goals are articulated in the plan. Also included are extensive, specific objectives identified to advance the policy goals, and 87 Indicators of Success to be used annually in measuring progress toward meeting the plan's goals and objectives.

Themes emphasized in the 1991-95 plan include high expectations for student performance; accountability for student performance; strategies for prevention of school failure and removal of barriers to learning; improvements in adult and vocational education; and opportunities for quality, integrated education. The energy and resources of the State Department of Education were directed to a wide range of activities in each of these areas during 1989-90, as equity, accountability and the needs of all learners demanded increasing attention.

Central to the issue of equity are efforts to redirect state resources to Connecticut's neediest districts. During 1989-90, the State Department of Education implemented the first year of the Education Cost Sharing Grant, which was designed to more equitably distribute state education funds to students most in need and to reduce the spending and taxing disparities between the state's wealthiest and poorest districts. The grant represents a major commitment by the state to continue to provide a financial base for educational equity and quality throughout Connecticut.

Programs designed to enable students to take best advantage of their learning experiences continued to be priorities of the State Board and State Department of Education. These programs include the Birth to Three Interagency Initiative, which seeks to provide health, education and social services to developmentally delayed infants and toddlers and their families; nutrition programs, including the State School Breakfast Program, which provides breakfast to nearly 15,000 children each day; and Connecticut and Puerto Rico: An Educational Partnership, a working relationship between the education agencies of the state and the commonwealth which addresses factors that impede the academic progress of students who move frequently between the two locations.

Indicative of a growing emphasis on adult education was the Department's cosponsorship, with the Department of Higher Education and the Governor's Coalition for Literacy, of a Summit on Adult Literacy and Education.

These and other initiatives demonstrate the conviction that the State Board and State Department of Education have an important role in assuring that *all* citizens have access to the health, education and social services they need in order to meet their learning goals.

During 1989-90, the State Department of Education provided staff support to the Governor's Commission on Quality and Integrated Education, charged with developing specific proposals for voluntary programs to foster quality and integrated education. The Teaching Opportunities for Paraprofessionals (TOP) Program and a greater emphasis on quality and integrated education in the Summer School and Interdistrict Cooperative grants were among other approaches undertaken to advance quality, integrated education in Connecticut.

Increased emphasis on accountability for student performance resulted in the establishment, by legislative action, of a 10th grade Connecticut Mastery Test to be implemented in 1993. This expansion of a program that currently tests students in Grades 4, 6 and 8 also was included as an objective in the State Board's new comprehensive plan. Also included as an objective in the five-year plan and established by the General Assembly is a requirement that each school district annually provide strategic profiles of each of its schools and of the district as a whole beginning in 1992.

The Department's Program Compliance Review (PCR) process reviewed 13 state and federal programs in a total of 42 education agencies (local school districts and others) during 1989-90. This effort included reviews of several curriculum areas. The State Department of Education is endeavoring to move this process more toward a review of outcomes — what students actually gain from the learning experience in each of the programs reviewed.

Organization and Responsibilities

The State Board of Education is responsible for assuring that each student in Connecticut's public schools is provided a suitable educational experience. In 1989-90, the schools enrolled 465,602 students (K-12), including students attending the 17 high schools in the state's Regional Vocational-Technical School System.

The nine-member State Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for both young and adult learners.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General Assembly. Chairperson of the Board is Abraham Glassman, South Windsor, whose term continues until March 1, 1991. Other Board members who will serve until March 1, 1991, are Vice Chairperson Rita Hendel, New London; A. Walter Esdaile, New Haven; John Mannix, Wilton; and Julia Rankin, Ashford. George T. Carofino, Litchfield; Warren J. Foley, Canaan; Beverly P. Greenberg, West Hartford; and Lucas Isidro, Stamford, will serve until March 1, 1993. Norma Foreman Glasgow, commissioner of higher education, is an ex officio member. The commissioner of education, who is the secretary of the Board and the administrative head of the State Department of Education, is appointed by the State Board of Education. Gerald N. Tirozzi is in his second four-year term as commissioner.

For the five-year period ending June 30, 1990, the seven goals of the Board were:

I. To ensure equity for all children;
II. To improve effectiveness of teachers and teaching;
III. To improve skills for future employment;
IV. To improve and expand adult education programs;
V. To improve and expand early childhood programs;
VI. To improve the quality of instruction and curriculum; and
VII. To report on the condition of education in Connecticut.

The Board adopted three additional operational goals reflecting its continuing commitment to high-quality state-operated services:

VIII. Regional Vocational-Technical Schools;
IX. Rehabilitation Services; and
X. Agency Management.

This *Statement of Activities* report incorporates activities in support of these operational goals, as appropriate, under Major Achievements.

1989-90 Focus of the State Board and State Department of Education

One of the most significant activities of 1989-90 was the development of *Challenge for Excellence, Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan 1991-1995*. The State Board of Education's third five-year plan was adopted by the Board on April 4, 1990, following a 16-month process involving a 22-member advisory committee and extensive public and professional comment from across the state.

The new strategic plan includes five revised and strengthened Statewide Educational Goals for Students and eight policy goals — seven continued from the 1986-90 plan and a new goal relating to the state's Regional Vocational-Technical School System. The policy goals are supported by detailed objectives and Indicators of Success, Connecticut's unique framework for monitoring and reporting on progress in meeting its educational goals and objectives.

Challenge for Excellence emphasizes high expectations for student performance; accountability for student performance; strategies for prevention of school failure and removal of barriers to learning; improvements in adult and vocational education; and opportunities for quality, integrated education.

During 1989-90, the State Board and State Department of Education continued to emphasize programs that address teacher standards. The Beginning Educator Support and Training (BEST) Program was fully implemented in 1989-90, with 430 experienced and specially trained educators serving as mentors to beginning classroom teachers. In the assessment component of BEST, each beginning teacher received six independent evaluations during the year. In addition, more than 2,000 experienced educators were trained as cooperating teachers, to be assigned to student teachers.

A new three-tier certification continuum, as required by the Education Enhancement Act of 1986, went into effect on July 1, 1989, and the Department fully implemented the new comprehensive certification regulations. Initial, provisional and professional certification levels are included in the continuum. Under the new regulations, 14,500 certificates were issued by the Department.

The Department completed the final phase of the Connecticut Teacher Subject Knowledge Examination (CONNTENT) involving the statewide validation and standard setting for 22 National Teacher Examination tests. Development and validation of the Connecticut Elementary Certification Test (CONNECT) — a customized test to assess the competency of prospective elementary education teachers — also were completed.

In the area of professional development, the Department implemented the requirement that veteran teachers earn nine continuing education units (CEUs) every five years in order to maintain their professional education certificates. Through the Institute for Teaching and Learning, the Department presented 150 summer sessions and a series of school-year conferences on a variety of professional development topics.

Efforts to advance quality and integrated education throughout Connecticut continued to be priorities for the State Board and State Department of Education during 1989-90. The Department provided extensive staff support to the Governor's Commission on Quality and Integrated Education, appointed by Governor William A. O'Neill in September 1989 to develop specific proposals for voluntary programs to foster quality and integrated education.

The commission held nine meetings from September 1989 through June 1990. The following findings were adopted by the commission in June:

- Every student can learn at high levels;
- In Connecticut, equal educational opportunity does not yet exist;
- The quality of education is enhanced by diversity;
- There is a need for greater parental and community involvement in schools; and
- Too few educators are prepared either by life experience or by professional training to teach a diverse student population and manage cultural diversity in the classroom.

Supported by a total of $100,000 from five private community foundations, the commission undertook a number of activities during the year. For example, it contracted for a survey to assess public attitudes toward quality education and integration, and it conducted a study to forecast enrollment trends in selected school districts through 1999.

The commission is examining such areas as interdistrict programs, construction of magnet schools, recruitment and retention of minority teachers, and issues related to quality education, multicultural education, and performance assessment. Its report is due to the governor by December 31, 1990.

While supporting the commission in its work and awaiting its report, the Department of Education directed energy and resources to a variety of new and ongoing efforts which address concerns related to quality and integrated education in Connecticut. These included Teaching Opportunities for Paraprofessionals (TOP), a new program designed to train school paraprofessionals (many of whom are members of minority groups) to become teachers. This program was funded at $300,000 in 1989-90, with the understanding that the Department would seek additional financial support from private sources. Also, the Summer School Incentive Grant and the Interdistrict Cooperative Grant placed more emphasis on providing students from diverse backgrounds with opportunities to participate in programs supported by these funds.

Connecticut and Puerto Rico: An Educational Partnership, a formal working relationship between the Connecticut State Department of Education and the Department of Education of the Commonwealth of Puerto Rico, continued in 1989-90. The partnership is aimed at addressing factors that impede the academic progress of Puerto Rican students who frequently move between Connecticut and the island. Activities included intensive workshops involving educators from Connecticut and Puerto Rico, development of a program to compare curriculums, and initiation of a method to more quickly track the school records of students who move between Connecticut and Puerto Rico.

Other cooperative efforts on behalf of learners who may be at risk of educational failure include the Birth to Three Interagency Initiative. The State Department of Education is the lead agency in this effort, which seeks to establish a statewide interagency service delivery system of programs and services to developmentally delayed infants and toddlers and their families. The system being designed and implemented will strive to guarantee equity of access to needed health, education and social services for all eligible children and their families. A Birth to Three Council appointed by the governor provides advice on issues related to this effort.

The Birth to Three Interagency Initiative and other programs that provide services to Connecticut's youngest children demonstrate the state's growing awareness of the significant increase in the number of high-risk babies being born in Connecticut. These infants — including low-birth-weight babies, drug-addicted babies, babies with AIDS, babies born to teenage parents or born into poverty — require comprehensive support services if they are to grow, learn and flourish.

The State Department of Education works cooperatively on a variety of programs which involve such agencies as the Departments of Children and Youth Services, Human Resources, and Health Services. These projects include a school-based demonstration family resource center program, with the Department of Human Resources as the lead agency. The program is designed to provide a comprehensive, integrated, community-based system of family support and child development services which include full-time preschool child care, school-age child care, teen pregnancy prevention services, parent training for new and expectant parents, adult education for parents who have not received their high school diplomas, resource and referral services, and support and training services for family day care home providers. During 1989-90, demonstration centers opened in Hartford, Killingly and North Branford, and the General Assembly authorized funding to support the start-up of six new centers during 1990-91.

These and similar programs relate directly to the issue of equity for all children. Providing children with an equal opportunity to learn and to succeed involves supporting them in achieving the health and well-being needed in order to take the best advantage of the education available to them. This includes programs such as the state's School Breakfast Program, which provides a nutritious breakfast to children most in need, and efforts to provide instructional and technical assistance on a wide range of student health issues. Among these are AIDS education and the prevention of substance abuse, child abuse and neglect, and youth suicide. Efforts in the area of preventing substance abuse included collaboration with the Connecticut Alcohol and Drug Abuse Commission on an important study, *Substance Abuse in Connecticut Report No. 1: Prevalence of Alcohol and Other Drugs*, which presented the results of a survey of 14,000 school-age youth in Connecticut.

The needs of adult learners — those who may seek basic literacy skills, a high school diploma, or new skills for career transitions — also provide an important focus for the State Board and State Department of Education. A highlight of 1989-90 activities in support of adult education was the March 6, 1990, Summit on Adult Literacy and Education, cosponsored with the Department of Higher Education and the Governor's Coalition for Literacy.

The State Department of Education's increased emphasis on redirecting resources to areas of greatest need included movement toward setting a renewed policy focus oriented toward urban districts. Discussions were held with education leaders, urban superintendents, Department staff members and others, and preliminary conversations about an urban initiative were held with the State Board of Education. The Department will pursue this matter further in 1990-91.

Accountability for student performance received more and more emphasis in 1989-90, and this is expected to be a critical focus of the 1990s. Included among expanding approaches to measuring the effectiveness of educational programs was the addition, by action of the General Assembly, of a 10th grade Connecticut Mastery Test, to be given annually beginning in 1993. The same legislation also requires each school district to provide, beginning in 1992, profiles of each of its schools and of the district as a whole. As described in *Challenge for Excellence*, the Department will use a consensus-building process to develop the format for these profiles, giving consideration

to information such as student attendance, performance on Connecticut Mastery Tests, performance on norm-referenced tests and/or Scholastic Aptitude Tests, graduation (and dropout) rates, and high school graduate follow-up status.

The Department's Program Compliance Review (PCR) effort has begun to turn more toward a review of student outcomes, and other performance measures — of special education, bilingual education, and Chapter 1 (compensatory education) programs — are taking the same approach. The intent is to ask, and answer, essential questions: Are students better off as a result of these programs? Are these programs improving students' learning? Are they improving students' lives?

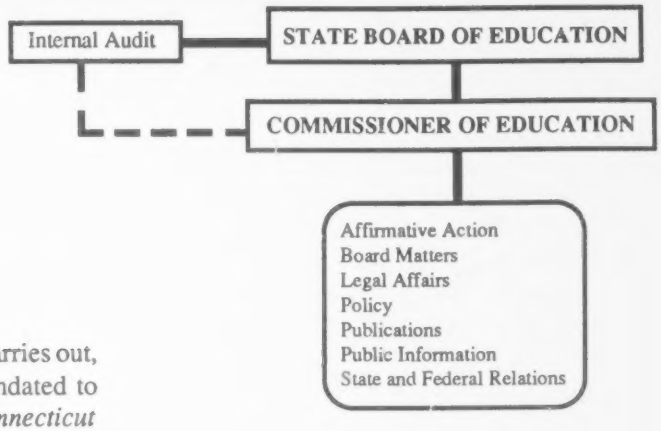
The Board's priorities — equity, quality, accountability and a full range of opportunities for all Connecticut citizens from birth through adulthood — are exemplified in the programs and activities carried out by the Board's operating agency, the State Department of Education. In this report, achievements are listed by divisions or by staff offices within the two deputy commissioners' offices. The Roman numeral(s) in parentheses after each achievement indicate(s) the Board goal(s) to which the activity relates most directly. Agency accomplishments that merit special emphasis are described in the section on the Office of the Commissioner.

Table 1
State Department of Education — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Management and Budget	110	$3,297,124	$943,866	-	$420,412	$895,193,145
Rehabilitation Services	8	427,903	3,856	-	-	6,611,722
Data Processing	11	512,084	171,814	-	16,849	-
Staff and Organizational Development	14	447,767	26,963	-	-	-
Curriculum and Professional Development	55	2,478,360	454,057	$7,016,334	400	2,654,475
Education Support Services	24	1,272,378	576,592	109,316	-	225,355,933
Vocational, Technical and Adult Education	30	1,326,877	528,362	956,268	45,728	12,788,250
Vocational-Technical School System	1,530	51,060,214	9,763,353	-	347,635	-
Planning	2	121,623	37,344	-	-	-
Research, Evaluation and Assessment	24	1,100,147	460,670	5,567,453	-	-
Commissioner's Office	26	1,156,121	247,830	299,998	14,101	2,420,723
Internal Audit	9	321,156	79,180	-	-	-
Total	**1,843**	**$63,521,754**	**$13,293,887**	**$13,949,369**	**$845,125**	**$1,145,024,248**

General Fund	$1,236,634,383
Federal and Other Funds	$ 159,053,201
Department	$1,395,687,584

	Federal and Other Funds					
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments	Total
Management and Budget	5	$ 152,970	-	-	-	$ 152,970
Rehabilitation Services	309	13,536,359	$6,183,869	-	-	19,720,228
Data Processing	0	-	-	-	-	-
Staff and Organizational Development	0	-	-	-	-	-
Curriculum and Professional Development	17	1,412,500	116,230	-	$ 5,810,442	7,339,172
Education Support Services	53	3,443,673	3,552,432	-	106,658,447	113,654,552
Vocational, Technical and Adult Education	28	2,112,632	481,889	-	9,004,857	11,599,378
Vocational-Technical School System	65	2,811,219	2,940,014	-	-	5,751,233
Planning	-	-	-	-	-	-
Research, Evaluation and Assessment	6	704,841	-	-	-	704,841
Commissioner's Office	2	130,827	-	-	-	130,827
Internal Audit	-	-	-	-	-	-
Total	485	$24,305,021	$13,274,434	-	$121,473,746	$159,053,201



The State Department of Education carries out, on a day-to-day basis, functions mandated to the State Board of Education in *Connecticut General Statutes:*

> ...general supervision and control of the educational interests of the state...[including] preschool, elementary and secondary education, special education, vocational education and adult education...provide leadership and...promote the improvement of education in the state...keep informed as to the condition, progress and needs of the schools...develop...evaluation and assessment programs designed to measure...the adequacy and efficacy of educational programs offered by the public schools...Submit to the governor...and to the [education] committee of the general assembly...a detailed statement of the activities of the board and an account of the condition of the public schools and the amount and quality of instruction....

The commissioner of education is the chief executive officer of the State Department of Education and is responsible for the overall management of the Department. Functions performed by staff of the commissioner's office are Affirmative Action, Board Matters, Legal Affairs, Policy, Publications, Public Information and State and Federal Relations.

Affirmative Action. This unit is responsible for the development and implementation of the State Department of Education's Affirmative Action Plan pursuant to Connecticut General Statutes 46a-68. The staff reviews all personnel actions to ensure equal employment opportunity, reviews all personal service contracts and grants to ensure compliance with existing regulations, trains Department staff members in fair employment practices, processes internal affirmative action grievances and coordinates the handling of Commission on Human Rights and Opportunities complaints of discrimination filed against the Department.

Board Matters. A member of the commissioner's staff provides liaison to the State Board of Education. This person furnishes the board with timely and accurate information relevant to issues under consideration by the Board, and records and documents Board actions in accordance with state law. This office also informs Department staff of Board actions relating to their areas of responsibility.

Legal Affairs. This office reviews contracts, agreements and regulations; handles complaints and inquiries regarding the educational interests of the state; and supervises Department participation in hearings, appeals and teacher/board of education conciliations and arbitrations. The staff also provides liaison with the state's Attorney General's Office and provides information about educational rights to Department staff, local school districts, parents and citizens. Oversight of the special education hearing system also is a responsibility of this office. The staff ensures that exceptional children and their parents, or other legally designated representatives, are afforded rights accorded to them in state and federal laws.

Policy. Functions include assisting in the coordination of Board and Department policy; supporting the commissioner in carrying out such policies; enhancing the image of the Department; facilitating communications with other organizations, groups and individuals; and assisting in the overall effectiveness of the Department.

Publications. This office is responsible for editing and producing Department publications, providing consulting services to Department personnel as they prepare materials for publication, and maintaining the quality of the materials and publications issued by the Department.

Public Information. This office answers and coordinates all public inquiries to the Department, including calls to the Governor's Information Line. The office staff also responds to all requests from the media. Staff members develop news releases, articles and other material. The office helps the State Board of Education keep up-to-date and responsive to the public by maintaining a weekly news clipping service. Additionally, office staff members organize and implement the distribution of annual and special Department publications.

State and Federal Relations. At the state level, this office assists with all Department activities related to the executive and legislative branches of state government. The attorney who heads this office coordinates and guides the Department's proposed legislation package through the General Assembly and provides liaison with the Education, Appropriations and Finance committees for matters concerning legislation, regulations, funding and constituent concerns. Following each legislative session, all school districts and educational organizations are provided with up-to-date information on new laws concerning education. At the federal level, this office provides liaison with Congress and Washington-based or regional executive and legislative offices. To provide the Board and the Department with timely information regarding legislation and other actions that may affect education in Connecticut, the staff also maintains contact with a host of national educational agencies and organizations.

Major Achievements of the Department of Education

Accomplishments of the State Department of Education described here merit special emphasis; more detailed discussions of the activities and achievements of the divisions and offices appear in the sections that follow.

- The Department coordinated the preparation of *Challenge for Excellence, Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan 1991-1995*. The plan was adopted by the State Board of Education on April 4, 1990. Included in the plan are five revised and strengthened Statewide Educational Goals for Students, which now incorporate the skills, knowledge and attitudes embodied in *Connecticut's Common Core of Learning*, the Board's standard of an educated citizen and statement of expectations for public secondary school graduates. Seven policy goals are continued from the Board's 1986-90 comprehensive plan and an eighth goal has been added: To Improve the Delivery of Quality Education and Occupation-Specific Training Below the Associate Degree Level in Connecticut's Regional Vocational-Technical School System.

- Extensive staff support was provided to the Governor's Commission on Quality and Integrated Education. The 28-member commission met nine times during 1989-90; its work was supported by a total of $100,000 from five private community foundations. Activities included a survey to assess public attitudes toward quality and integrated education and a study to forecast enrollment in selected school districts through 1999. The commission is examining such areas as interdistrict programs, construction of magnet schools, recruitment and retention of minority teachers, and issues related to quality education, multicultural education, and performance assessment. Its report is due to the governor by December 31, 1990.

- The Interdistrict Cooperative Grant Program, funded at $1,039,000 in 1989-90, continued to provide funds to districts as an incentive to developing and implementing cooperative programs. Special consideration is given to proposals that advance quality, integrated educational programs. Twelve planning grants and 18 implementation grants were awarded for 1989-90; 10,498 students were involved in activities supported by the grants. Funded programs included Project Equal, which offers teacher in-service training to work with a diverse student body, a science/mathematics program for 90 students, leadership development for 60 middle school students, and a cultural arts program for 150 students. Funding also was provided for implementation of an Interdistrict Montessori Program designed as a prekindergarten through Grade 6 magnet elementary school serving Hartford and West Hartford. Examples of other funded programs include a Regional Early Childhood Magnet School being developed by Cooperative Educational Services to serve 600 students in five communities (Bridgeport, Fairfield, Monroe, Stratford and Trumbull), and Enhancing Project Concern, which has as one of its objectives to increase awareness and understanding of Project Concern by disseminating factual materials, both written and audio, about the program.

- The Department administered the Summer School Incentive Grant Program, which primarily focuses on providing remedial instruction in basic skill areas to students entering kindergarten through Grade 8. The grant program also encourages voluntary interdistrict programs that enhance quality, integrated education. In the summer of 1989, $950,000 in grants were awarded to 23 districts that operated programs serving approximately 4,567 students in 86 districts.

- Teaching Opportunities for Paraprofessionals (TOP), a state-led initiative to enable classroom paraprofessionals (many of whom are minority men and women) to become certified teachers by attending college full-time for at least one semester per year, began operation when 24 participants started college classes in January 1990. The participants are from Bridgeport, Hartford, New Britain, New Haven and Stamford. The state — with the financial support of several foundations and corporations — pays the academic expenses of the paraprofessional and the salary of the person who replaces him or her in the local district classroom.

- During 1989-90, the Department implemented the Education Cost Sharing Grant (ECS), a new comprehensive equalization grant. This grant combined the funds previously made available through the Guaranteed Tax Base formula and the Education Enhancement Act. The level of funding under these former grant programs became the base amount under ECS, with the formula distributing additional dollars to towns based on need and wealth. The new grant was designed to more equitably distribute state education dollars to students most in need and to reduce the spending and taxing disparities between the state's wealthiest and poorest districts. In 1989-90, all but the wealthiest communities received at least a 4.5 percent increase over their base. Under the provisions of ECS, which is being phased in over four years, $827 million was distributed to Connecticut cities and towns in 1989-90. In 1990-91, $892 million will be distributed.

- The Priority School District Program continued its increasing focus on indicators of student success. Student outcome data from 1989-90 documented a continuing trend of increasing student achievement on the Connecticut Mastery Tests, a greater percentage of students attending higher education, and fewer dropouts. The contributions of the Priority School District Program have included: (a) the targeting of additional categorical state aid to the districts with greatest need; (b) the increased capacity of the districts to engage in annual needs assessment, planning and joint (with the State Department of Education) evaluation of progress; (c) an increasing emphasis on accountability and students at risk; and (d) an improved partnership between these districts and the Department.

- In the vital area of teacher assessment, the Department completed the final phase of the Connecticut Teacher Subject Knowledge Examination Program (CONNTENT), involving the statewide validation and standard setting for a total of 22 National Teacher Examination tests.

- The Institute for Teaching and Learning offered approximately 150 professional development sessions for the state's teachers during the summer of 1989. Topics included early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. During the school year, the Institute also presented a series of conferences on foreign languages, mathematics, early childhood, technology, Connecticut's Common Core of Learning and geography, and the Commissioner's Conference for Student Advisory Councils.

- Under the state's mastery testing law, the Department tested all students in Grades 4, 6 and 8 in October 1989. The tests measure students' performance in mathematics and language arts (reading and writing) against standards established by Connecticut educators. Legislative action established a 10th grade mastery test, to be given annually beginning in 1993, and Department staff members started planning and development work to implement this testing program expansion.

- The Department's Program Compliance Review (PCR) Process, a comprehensive program monitoring system, monitored 13 state and federal programs funded in 36 local school districts, 3 regional school districts, 2 regional educational service centers and 1 state agency. The year 1989-90 was the first year in which the Department instituted reviews, in selected districts, of curriculum areas including the arts, mathematics, physical education, science and social studies. The Department also began to develop a strategy for refocusing the PCR process on program performance outcome measures.

- The State Department of Education and the Department of Education of the Commonwealth of Puerto Rico continued joint activities under the terms of Connecticut and Puerto Rico: An Educational Partnership. The purpose of this working relationship is to address factors that impede the academic progress of Puerto Rican students who frequently move between Connecticut and the island. During 1989-90, 30-member teams of educators identified by both agencies participated in intensive two-week institutes in Puerto Rico and Connecticut. Their goals were to exchange knowledge, ideas and experience, and to raise the level of understanding, sensitivity and communication. Also during 1989-90, the partnership worked on plans for a project to compare curriculums and developed an "Education Passport." Designed to more easily track information about students who move between Connecticut and Puerto Rico, the passport provides information on a student's current academic program and where to obtain further information about his or her school records.

- The Department acted as the lead agency in the Birth to Three Interagency Initiative, which in 1989-90 continued to work toward the goal of establishing a statewide interagency service delivery system of programs and services for developmentally delayed infants and toddlers and their families. During the year, the Birth to Three Council (a governor-appointed advisory group) adopted a vision statement, an Individualized Family Service Plan format, a design of the delivery system and a definition of the

eligible population. It also held a series of public forums to receive input from families and providers. Also, replication of the pilot service coordination center activities began. A service coordination center now exists within each of five regions of the state to assist families to determine their needs and locate appropriate services.

- The Department also continued its participation in the interagency Child Welfare Reform Initiative supported by the Annie E. Casey Foundation. In 1989-90, a five-year demonstration plan to reduce the number of children who are neglected, abused or abandoned and consequently become wards of the state began operations in New Haven.

- During 1989-90, the Department continued the data collection for its ongoing, multiyear, comprehensive statewide evaluation of special education programs and student outcomes. Two grants from the federal Office of Special Education support this effort. One in the amount of $187,000 provides support for the Department's efforts to develop the Connecticut Mastery Test as an outcome indicator for special education students in essentially the same way it is used for nonhandicapped students. A grant of $60,000 provides for studying the feasibility of measuring attitudes and attributes of students in special education program evaluation.

- The Department conceptualized and initiated planning for a series of five Symposia on Special Education in the 21st Century. To take place over an 18-month period, the symposia will seek the opinions of acknowledged experts in the field. It will lead to a state plan that will help guide the delivery of Connecticut's special education programs in the next century. Questions to be addressed will range from "Who should receive special education services?" to "What are the models for alternative cost funding of special education?"

- The Department of Education continued to devote significant staff time to providing teachers and administrators with training in acquired immune deficiency syndrome (AIDS). State law requires local boards of education to provide, beginning with the 1989-90 school year, "planned, ongoing and systematic instruction" on AIDS and requires the State Board of Education to provide relevant instructional materials. During 1989-90, under the auspices of its federally funded AIDS Prevention Education Program, the Department conducted 64 AIDS workshops in which 3,448 school professionals participated. Topics covered included AIDS information, developing curriculum materials, teaching about AIDS, providing support services for students who are infected with the AIDS virus, and establishing policy.

- Ninety-five schools participated in the State School Breakfast Program, providing a nutritious breakfast to approximately 14,675 children daily. State funds were offered to districts with schools in severe need, as defined by federal law. Funded programs must offer a snack of milk, juice or fruit, cereal, bread or meat choices to all students, at a cost determined by each family's income.

- The Regional Vocational-Technical School System continued its efforts to attract and serve the needs of an increasingly diverse student population. In 1989-90, the vocational-technical schools' secondary-level enrollment was 10,144; 25 percent (2,501) were members of minority groups, 15 percent (1,569) were individuals with handicaps, and 28 percent (2,881) were females.

- An addition to the Windham Regional Vocational-Technical School was completed in September 1989, and classes began occupying the new space during the 1989-90 school year. Major portions of an expansion of Vinal Regional Vocational-Technical School have been completed and are now occupied by students. The Vinal project provided for increased enrollment and relieved overcrowding at the facility.

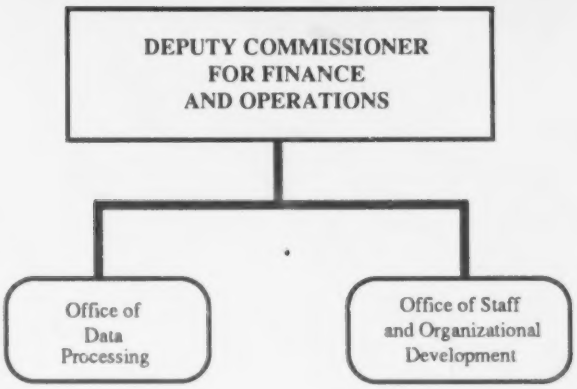
- A new trade, Hospitality/Hotel Management Technology, was approved for the Ella T. Grasso Southeastern Regional Vocational-Technical School. The curriculum makes it possible for students to train in five major areas and enter the industry at the assistant manager level. The new trade offering responds to an increasing demand for workers in the hospitality/hotel management industry in southeastern Connecticut.

- The Vocational-Technical School System created a Systemwide Advisory Committee, which met seven times during 1989-90. It identified the following activities for 1990-91: communication with employers statewide, utilizing a survey or other structured approach; implementation of a statewide craft committee in one trade area, to be used as a prototype for other craft committees; and review of existing trades.

- During 1989-90, approximately 5,000 individuals were served through Coordinated Education and Training Opportunities (CETO) Grants operated in 10 areas of the state. The collaboratives are responsible for planning, coordinating, funding and evaluating programs which make use of existing resources. Diverse programs (which may include specific occupational training, job readiness, basic skills, remediation, support services and advanced education) focus on the needs of the eligible population, which includes single parents, homemakers, at-risk youth, economically disadvantaged individuals, Job Connection participants, adults in need of training/retraining and individuals needing basic skills and/or a high school diploma.

- The Department cosponsored, with the Department of Higher Education and the Governor's Coalition for Literacy, a March 1990 Summit on Adult Literacy and Education. Representatives of business, industry, education and government met to discuss issues relating to improvements in adult basic skills services.

- During 1989-90, the Department published three issues of *Challenge Update*, a widely circulated newsletter containing a message from the commissioner and presenting the viewpoint of Connecticut educators about current issues. Two focused on quality, integrated education; the third highlighted the Permanent Advisory Commission on the Teaching Profession.



Two of the Department's three staff offices—the Office of Data Processing and the Office of Staff and Organizational Development—report to the Deputy Commissioner for Finance and Operations. Both offices provide services that contribute to the efficient operation of the agency and its six divisions, making it possible for them to accomplish the Board's educational goals.

Data Processing. This office provides computer services for the entire Department. The staff is responsible for the acquisition of computer hardware and software, and for the maintenance, enhancement and support of all Department computer programs and systems.

The staff coordinates computer resource management and application development (both data processing and word processing) as well as training, monitors major projects, and provides the automation resources and support to help the Department meet its management goals. An annual computer fair offers automated demonstrations to the professional and clerical staffs to increase their awareness of the constant improvement in data collection and analysis through the use of the computer and peripheral equipment. Office automation allows the Department's employees to be more productive and gives them additional problem-solving tools to meet the goals and objectives of their respective bureaus and offices.

Office of Staff and Organizational Development. This office coordinates all agency personnel functions and assignments, including evaluations, training and development of agency staff. The personnel unit assists agency personnel in the development and processing of all personnel actions, including hiring, promotion and retirement. Staff members coordinate recruitment, assignment and training of classified and unclassified personnel; develop and administer the annual evaluation of all Department personnel; administer the Department's labor relations functions; coordinate staff development and training activities; and maintain all vital records.

Major Achievements

Data processing computer programs and systems development which have had an impact on Department operations and public education (Goal X—Agency Management) include:

- The coordination of the updating of the five-year *Long-Range Data Processing Plan.*
- The coordination of word processing training for the agency.

- The procurement of automated data processing equipment to support the programs and operations of the Department.
- The development and enhancement of the Prepayment System for Accounting.
- Enhancements and revisions to the State Contract Monitoring System.
- The development and enhancement of the Vocational-Technical Industrial System.
- Enhancements to the Affirmative Action Information System.
- The development of the redesign of the ED001 System.
- The development of the Electronic Data Transfer (EDT) network that allows local school districts to enter data and run reports remotely.
- The enhancement and expansion of the Cash Management System.
- The development and enhancement of the Professional Development Activities System for Personnel.
- The development and enhancement of the PER200 Tracking System for Personnel.
- The development and enhancement of the Teacher Certification for Verification and Certification Audit Systems. Improvements were also made in the automation of the prescreen and credential letters.
- The development of programs to incorporate Beginning Educator Support and Training (BEST) data with the Teacher Certification System.
- The development and enhancement of the Contract Grievance System and the Workers Compensation System for Personnel.
- The development of the Adult Vocational Financial and Program Data System.

The Office of Staff and Organizational Development had primary responsibility for the following accomplishments:

- Reviewed and monitored the selection process for more than 62 unclassified professional and managerial appointments in order to ensure conformance with the established objectives in the Affirmative Action Plan. (Board Goal I)

- Coordinated with the Department of Administrative Services in-service training for 165 State Department of Education staff. (I)

- Developed and implemented a computerized calendar that provides information about training and professional development programs presented by the State Department of Education's divisions, bureaus and offices, as well as agencywide programs that are coordinated by the Office of Staff and Organizational Development. The purpose of the calendar is to provide current information to employees interested in attending these programs. (X)

- Coordinated and developed 34 in-service programs for the State Department of Education with enrollment totalling more than 1,300. The courses addressed a spectrum of professional development as well as skill-building subjects. Professional development programs included seminars and workshops focusing on effective schools, early childhood issues, cultural diversity and teaching competencies. Training programs included effective supervision skills, contract procedures, writing and editing skills, AIDS education, presentation skills, Employee Assistance Program, nontraditional approaches to attaining a college degree, and personnel transactions. (I, II, V, VI, X)

- Coordinated a promotion review system for professional staff members of the State Department of Education which has resulted in the promotion of more than 15 professional staff members within the professional unclassified series. This system evaluates the accomplishments and contributions of staff members under review. (II)

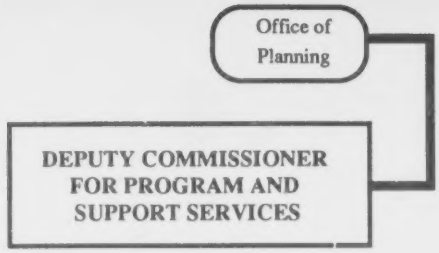
- Coordinated collective bargaining negotiations with the State Vocational Federation of Teachers and the American Federation of School Administrators. (II)

- Participated in Collective Bargaining for the Maintenance and Service Bargaining Unit, Administrative Clerical Bargaining Unit and the Education Professions Bargaining Unit. (II)

- Provided guidance to agency managers on the implementation of the agency's professional planning and evaluation system. (II)

- Developed Personnel Procedures for the Electronic Procedures Manual. (II)

- Developed and implemented an agency orientation program for new managers. (II)



The Office of Planning reports to the Deputy Commissioner for Program and Support Services.

The staff of the office coordinates activities related to the State Board of Education's five-year comprehensive plan for elementary, secondary, vocational, career and adult education. The office is responsible for long-term planning related to programs and services provided by the Department and serves as a base for ad hoc departmental committees convened to address educational issues, particularly interagency issues or issues which have implications for several divisions of the agency. Staff responsible for the Program Compliance Review (PCR) process, the comprehensive program monitoring system, is housed in this office.

Major Achievements

The Office of Planning assumed primary responsibility for the following activities:

- Coordinated the preparation of *Challenge for Excellence, Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan 1991-1995*. The five-year plan was adopted by the State Board of Education on April 4, 1990. The development of this plan was a participatory process involving hundreds of residents throughout the state, a 22-member distinguished citizens' advisory committee and extensive and constructive public comment. The 1991-1995 Comprehensive Plan:

  — responds to the planning mandate of Section 10-4(c) of the Connecticut General Statutes;

  — presents Connecticut's 1991-1995 Statewide Educational Goals for Students and 16 Indicators of Success to report progress in meeting these expectations;

  — directs the energy and resources of the State Department of Education toward the implementation of extensive and specific five-year objectives identified to advance the Board's eight policy goals;

  — articulates a system of accountability for reporting on progress in reaching student, school, school district and statewide educational goals; and

  — reinforces the State Board of Education's mission to ensure that each child in the public schools has equal opportunity to receive a suitable program of educational experiences. (I to VIII)

- Enhanced interagency issues resolution and planning for improvements in services for children and families through active participation on:

  — the Juvenile Justice Advisory Committee;

  — the Connecticut Alcohol and Drug Abuse Commission;

  — Connecticut's Child Welfare Reform Initiative's Interagency Operations Team; and

  — the Governor's Interagency Advisory Committee on the Prevention of Youth Substance Abuse. (I)

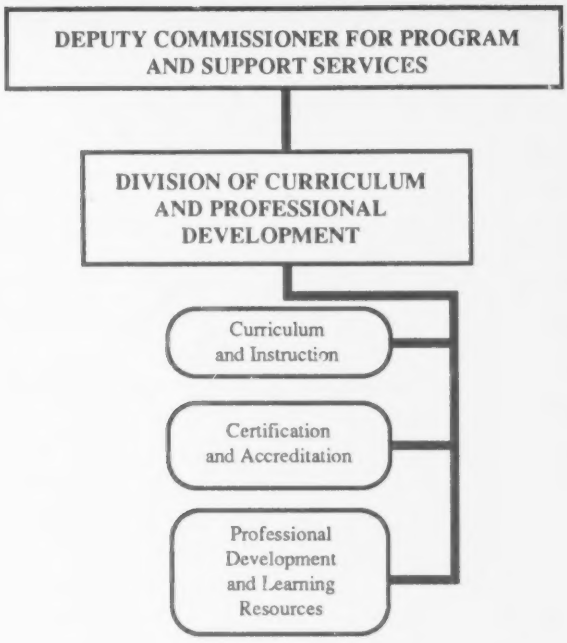
- Collaborated with the Connecticut Alcohol and Drug Abuse Commission on the release of the historic study *Student Substance Abuse in Connecticut Report No. 1: Prevalence of Alcohol and Other Drugs*, which presented the results of a statewide survey of 14,000 school-age youth. (I)

- Enhanced intradepartmental and interagency coordination efforts on behalf of youth at risk of academic failure and dropping out of school. (I)

- Assisted the Commissioner in influencing the development of America's first National Education Goals by advising the National Governor's Association and the Council of Chief State School Officers. (I to VIII)

- Coordinated agency efforts for the interagency Child Welfare Reform Initiative supported by the Annie E. Casey Foundation. The state's commitment to coordinated services for family support and preservation began operations in New Haven in 1989-90 as part of a five-year demonstration plan to reduce the number of children who are neglected, abused or abandoned and consequently become wards of the state. (I)

- Reviewed 13 state and federal programs in 36 local school districts, 3 regional school districts, 2 regional educational service centers and 1 state agency using the Department's coordinated monitoring system, the Program Compliance Review (PCR) process. The year 1989-90 was the first of a new four-year cycle of statewide reviews. It also was the first year that the Department initiated reviews, in selected districts, of curriculum areas including the arts, language arts, mathematics, physical education, science and social studies. (VII)


DEPUTY COMMISSIONER FOR PROGRAM AND SUPPORT SERVICES
DIVISION OF CURRICULUM AND PROFESSIONAL DEVELOPMENT
Curriculum and Instruction
Certification and Accreditation
Professional Development and Learning Resources

Who is teaching and what is being taught—perhaps the most important elements in the educational process—are the concerns of the Division of Curriculum and Professional Development. The division seeks to help local school districts develop and improve curriculum offerings, and to enhance teacher and administrator competency.

The activities of the Bureau of Certification and Accreditation focus on developing and implementing the certification requirements. The Bureau of Curriculum and Instruction has focused on curriculum content and sequence, graduation requirements, the Common Core of Learning (which articulates expectations of all high school graduates), supporting paraprofessionals in becoming new teachers, and early childhood education. The Bureau of Professional Development and Learning Resources has assumed responsibility for supporting and assessing new teachers, recognizing outstanding career teachers and continuing in-service education for veteran educators, and assisting districts in providing a variety of learning resources, including technology, to support instruction.

Bureau of Curriculum and Instruction

Professional staff members provide consultative services and information concerning the content of programs of instruction in the state's public schools, and early childhood education.

Curriculum development. To assist local school districts to provide mandated "planned, ongoing and systematic programs of instruction," specialists provide consultation and materials in several curriculum areas. These include the arts, foreign languages, language arts (including reading, writing, speaking and listening), health and safety education (including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention and safety and accident prevention), mathematics, physical education, science and social studies. Additionally, members of the staff assist local school districts in developing and implementing developmentally appropriate kindergarten programs. All consultants frequently hold local, regional and statewide workshops, meetings and conferences on topics of interest and concern to those attending. They also serve as a resource to other State Department of Education units, state

agencies and the public. Staff members in this unit administer two federal grants, the Title II grant for Science/Math/Foreign Languages and a grant for drug and alcohol prevention.

The staff works with the State Board of Education Advisory Council for School Approval, comprised of representatives of public and private schools and accrediting organizations, to provide nonpublic schools in the state with an opportunity to assure their clients that their education programs conform to standards established by the State Board of Education. Administration of the approval process also is the responsibility of this unit.

In 1976, the State Board of Education adopted a policy regarding parental requests to educate children at home. The staff monitors implementation of Department guidelines and approves processes used by local boards of education, which have legal authority to determine if the instruction a child would receive at home is equivalent to that offered by public schools. A review of this policy was undertaken during 1989-90, with the establishment of a new policy anticipated in fall 1990.

Early childhood education. Consultants in early childhood education have expertise about the development of children from birth until they are ready to enter the primary grades. The staff seeks to ensure that all of the state's young children have access to quality learning experiences before they enter kindergarten. Serving both public and nonpublic early childhood programs, staff members encourage research on early childhood education practices, disseminate research results, and seek to expand professional development activities for early childhood educators. They also collect data and information for planning and evaluation activities and administer the following grants:

- the Preschool Grant Program (which supports training, technical assistance and service to benefit children with handicaps from age 3 to 5);
- the Young Parents Program (which provides quality care for the children of young parents and a planned program for the young parents themselves while they finish high school); and
- the Birth to Three Service Coordination Centers (which provide assistance to families with developmentally delayed infants and toddlers by evaluating needs and locating programs and services).

The staff also establishes criteria for and administers the licensing and approval of educational components of the early childhood education programs in public schools and day-care centers.

Bureau of Professional Development and Learning Resources

This bureau supports the development of new teachers, provides veteran educators with opportunities for professional development and recognition, and assists districts in enriching instruction

through the use of a variety of learning resources, including computers, television and other technology.

Learning Resources and Technology. Staff members of this unit provide technical assistance to help local schools and school libraries develop programs and acquire facilities for the effective use of computers and television in instruction. They also administer the Department's instructional television service, selecting and scheduling programs for broadcast to the schools by Connecticut Public Television, and each year publish a guide to the programs for distribution to the schools. Another function is to encourage cooperation among the State Department of Education, local school districts, regional educational service centers, cooperative library service units and the State Library. The staff also administered a state-funded competitive grant program in telecommunications.

Professional development plans and programs. To ensure continuing professional growth among teachers, the staff of this unit provides leadership and assistance to local school districts and institutions of higher education in the form of preservice and in-service teacher education. The staff also assists individual districts in the preparation of their professional development plans, which are required by law. In addition, this unit administers the Teacher of the Year program to encourage and recognize excellence in teaching, and the Celebration of Excellence program, which identifies and disseminates information about exemplary curriculum projects and provides recognition for the teachers who designed them. The unit also administers state grants for teacher evaluation and career incentives.

The programs of the Institute for Teaching and Learning, initially offered in the summer of 1984, have proven extremely popular. About 3,000 teachers applied for the 600 available spaces at the first institutes for teachers and administrators. In 1985, an appropriation of $1.53 million enabled the Department to triple the number of participants. Another increase in funding, to $2.5 million for 1986-87, allowed the Institute to present more than 130 summer sessions for 3,100 teachers during the summer of 1986 and a series of conferences during the 1986-87 school year. By 1987-88, the number of conferences presented had increased to eight and the number of summer institutes to 158. A grant of $2.8 million allowed the Institute to serve more than 4,000 teachers and administrators that year. In 1988-89, more than 145 summer institutes were offered to 3,200 teachers and administrators through a grant of $2,415,000. In 1989-90, 150 summer institutes were offered to 2,850 teachers and administrators through a grant of $1,860,000.

The unit also is responsible for the approval process by which the state's 13 teacher preparation programs undergo self-evaluation and for on-site evaluation by external visiting teams.

Finally, in 1987-88 the unit was responsible for implementing the Beginning Educator Support and Training (BEST) Program in 11 pilot districts. It also implemented the Cooperating Teacher Program in five consortia groups around the state. In 1988-89, the BEST Program was piloted in 67 towns with 650 teachers serving as mentors, and the Cooperating Teacher Program trained approximately 1,900 teachers to serve in that role. In 1989-90, the BEST Program began its

first year of full implementation in all school districts with 430 teachers serving as mentors. The Cooperating Teacher Program trained more than 2,000 teachers to serve in that role.

Bureau of Certification and Accreditation

This bureau is responsible for issuing to eligible teachers and administrators the certificates necessary for employment in local school districts, vocational-technical schools, regional educational service centers, unified school districts I, II and III, and approved special education facilities.

An annual survey of the certification of all education employees subject to certification ensures that all school personnel hold appropriate certificates in compliance with statutes and regulations concerning certification. In addition, annually all boards of education receive from the bureau a list of teachers in their district whose certificate(s) have lapsed or will expire during the year.

Approximately 45,000 certificates were issued in 1988-89. The large number of certificates issued was due to two factors. First, backlogged applications were processed; second, approximately 35,000 standard certificates were converted to professional educator certificates due to new certification regulations. In 1989-90, approximately 14,500 certificates were issued.

Major Achievements

The accomplishments of the Division of Curriculum and Professional Development relate particularly to State Board of Education Goals II, V and VI.

- Reviewed yearly updates of five-year plans for professional development submitted by local school districts in compliance with the statutory requirement to develop five-year plans for ongoing and systematic professional development, and granted $1 million in entitlement grants to implement the plans. (Board Goal II)

- Offered, during the summer of 1989, approximately 150 professional development sessions for the state's teachers in the areas of early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. (II)

- Presented, during the 1989-90 school year, a series of conferences on foreign languages, mathematics, early childhood, technology, Connecticut's Common Core of Learning and geography, and the Commissioner's Conference for Student Advisory Councils. (II)

- In cooperation with the Division of Research, Evaluation and Assessment, analyzed and disseminated the results of the 4th, 6th and 8th grade mastery tests and the results of the CONNCEPT examination for prospective teachers. (II)

- Conducted 16 regional workshops to disseminate the information contained in teacher handbooks on 4th, 6th and 8th grade mastery testing in language arts and mathematics. (II)

- Administered the extended-day kindergarten grant and funded 25 towns for these programs. (V)

- Awarded $76,000 in telecommunications incentive grants to eight districts. (VI)

- Awarded $1 million in Professional Development grants to approximately 165 districts. (II)

- Awarded $954,067 in Math/Science grants to 141 districts. (II, VI)

- Awarded $2,053,061 in Drug Abuse grants to 167 districts. (II, VI)

- Developed and conducted the fifth Celebration of Excellence program, which identified and disseminated information about 86 exemplary curriculum projects designed by 104 selected teachers. (II)

- Implemented the new comprehensive certification regulations reflecting the new three-tiered certification continuum established by the Education Enhancement Act. (II)

- With the Department of Higher Education and the Institute for Effective Teaching, implemented the second alternate route to teaching program. (II)

- Implemented the new certification application process to allow applicants to have better knowledge of their application status and to incorporate new testing requirements. (II)

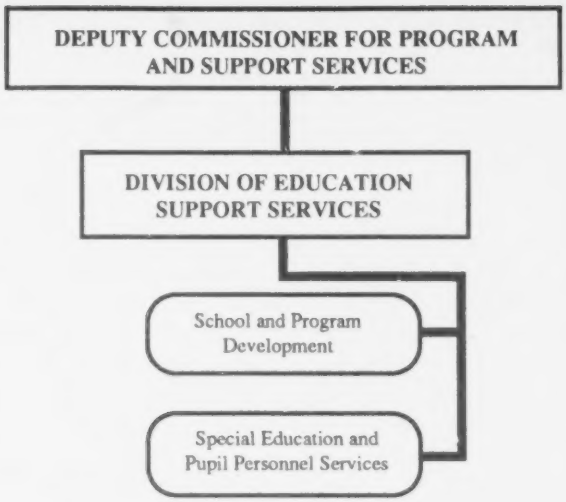
- Fully implemented the Beginning Educator Support and Training (BEST) Program in 166 school districts, with 430 educators serving as mentors in this program. (II)

- Implemented the Cooperating Teacher Program in which 2,000 educators served as Cooperating Teachers. (II)

Table 2
Division of Curriculum and Professional Development — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equip-ment	Grants and Other Payments
Division Director	4	$ 156,536	$ 25,692	-	$400	$2,654,475
Bureau of Curriculum and Instruction	12	710,745	122,100	-	-	-
Bureau of Certification and Accreditation	23	806,771	87,339	$7,016,334	-	-
Bureau of Professional Development and Learning Resources	16	804,308	218,926	-	-	-
Division Total	**55**	**$2,478,360**	**$454,057**	**$7,016,334**	**$400**	**$2,654,475**

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
Division Director	1	$ 42,545	-	-	-
Bureau of Curriculum and Instruction	12	1,175,380	-	-	$5,810,442
Bureau of Certification and Accreditation	2	31,118	$116,230	-	-
Bureau of Professional Development and Learning Resources	2	163,457	-	-	-
Division Total	**17**	**$1,412,500**	**$116,230**	**-**	**$5,810,442**


DEPUTY COMMISSIONER FOR PROGRAM AND SUPPORT SERVICES
DIVISION OF EDUCATION SUPPORT SERVICES
School and Program Development
Special Education and Pupil Personnel Services

The Division of Education Support Services includes the Bureau of Special Education and Pupil Personnel Services and the Bureau of School and Program Development. This division is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs, and for increasing school effectiveness. Division activities include approving special education programs in private schools, ensuring that exceptional children and their parents are afforded their rights under the law, providing assistance to local school districts which elect to pursue a school-based educational improvement program and providing local school districts with support to improve school and program practices that lead to equity and equal educational opportunity for all students.

Bureau of School and Program Development

The activities of the bureau cover a wide range of services provided to local school districts to help them serve the needs of disadvantaged student populations.

Chapter 1 of the federal Education Consolidation and Improvement Act (ECIA) provides local school districts with funding to benefit low-achieving children attending public schools. Also included are services to eligible children in nonpublic schools, children of migratory workers, and institutionalized, neglected and delinquent children.

Chapter 2 of the Elementary and Secondary Education Act (ESEA), as amended in 1988 (P.L. 100-297), provides the initial funding to enable state and local education agencies to implement programs to meet the needs of at-risk students; to enhance the knowledge and skills of educational personnel; to enhance personal excellence of students; to enhance the educational climate; to acquire and use educational material; and to implement the effective schools model.

Education Evaluation and Remedial Assistance Act (EERA). The unit monitors local school districts' implementation of their remedial assistance plans to identify and serve children in need of remediation, including those who fall below the remedial standards on Connecticut Mastery Tests at Grades 4, 6 and 8.

Summer School Incentive Program. The bureau administered the state Summer School Incentive Grant Program for the fifth year. This program assists local and regional boards of

education in providing summer school services to pupils entering kindergarten through Grade 8 who are in need of remedial instruction in the basic skill areas. Enrichment activities may also be provided as part of the summer school program.

School development. Technical assistance to schools which have a substantial number of socioeconomically and/or educationally disadvantaged students is provided so that they may develop the internal capacity for self-renewal, to improve instruction and to increase student learning. In addition, supportive and advisory services are provided to all schools regardless of student need.

Bilingual education. This program provides supplementary funding to local education agencies that are required to implement bilingual education programs as specified in Sections 10-17b-g of the Connecticut General Statutes. Local education agencies required to provide bilingual education programs are those that have been identified as of October 1 of the previous year as having 20 or more students in any public school building whose dominant language is other than English and whose proficiency in English is not sufficient to assure equal educational opportunity in the regular school program.

Supplementary federal funding for immigrant and/or refugee students was also provided to local school districts in order to address the social and academic needs of these students.

Child nutrition. The staff administers several United States Department of Agriculture-sponsored child nutrition programs operating in local school districts, units of local governments, and certain private nonprofit organizations providing meals for children. In addition, information about foods and nutrition is provided to children, teachers and food service personnel in schools, institutions and centers participating in the Nutrition Education and Training program.

The state-sponsored School Breakfast Program ensures that children who are in the greatest need will have a chance to get a nutritious breakfast at school. With a more nutritious start each day, these children are more alert, more ready to learn and experience a more positive educational experience.

State Student Advisory Council on Education (SSACE). The SSACE provides a means of direct communication between the State Department of Education and secondary school students. The council is comprised of 27 students in Grades 10-12, selected on a rotating basis. Local nominating committees identify candidates and then a state nominating committee recommends appointments; 19 members represent the state's six congressional districts and the commissioner of education appoints eight members to assure appropriate representation of minority and disabled students, range of academic ability and affiliation with other statewide student organizations. The students review, from a state perspective, important educational issues and make recommendations based on these reviews.

School-based community service activities. The purpose of this program is to establish and expand school-based statewide community service programs and projects to promote volunteerism and responsible citizenship in Grades 5-12. These goals are pursued by working with school staff members, community-based organizations, nonprofit organizations and state agencies to develop service/learning opportunities and curricula. Special events such as the Governor's Youth Action Fall Conference and award presentations are held each year.

Law-related education program. This program is a cooperative effort involving the Connecticut Bar Association, the Connecticut Consortium for Law-Related Education and the State Department of Education. The purpose is to strengthen civic and legal education in Grades K-12 by providing assistance in curriculum development and teacher training. Teachers are encouraged to focus on positive, interactive methods of teaching about law and citizenship. Special events such as the Mock Trial Competition, Junior Debate Program and the Court Visitation Program are held each year.

Bureau of Special Education and Pupil Personnel Services

The focus of this bureau is to improve the quality of special education instruction and student support services by (a) providing direct technical assistance to local school districts, public agencies and private schools educating students with handicaps; (b) monitoring to ensure compliance with statutory requirements; (c) mediating disputes between school districts/agencies and parents; (d) administering due process and complaint procedures; and (e) distributing federal entitlement and discretionary funds to school districts/agencies for the provided purposes.

Compliance review. Monitors school district and state agency practices and procedures to ensure compliance with state and federal special education laws and regulations. Provides technical assistance to and investigates private schools seeking special education program approval, and provides recommendations concerning approval to the State Board of Education.

Due process. Provides mediation and schedules formal hearings to ensure the due process rights of children with handicaps and their parents under state and federal laws and regulations. In addition, complaints involving special education matters are investigated.

Federal programs. Distributes entitlement funds under federal Public Laws 89-313 and 94-142 to school districts and eligible agencies to assist them in providing supplementary special education and related services to children with handicaps. Assists in the granting or contracting of state-share and other discretionary funds under P.L. 94-142 to public and private agencies. A Special Education Resource Center is operated with federal handicap funds.

Program development/technical assistance. Develops guidelines for the provision of education and related services to handicapped and gifted/talented children. Provides technical assistance to school districts/agencies in the provision of educational and related services to handicapped and gifted/talented children.

Student support services program. Primarily concerned with the developmental, preventative and remedial services available within general education. Develops guidelines and reviews and evaluates local school district program operations in school psychology, social work, health, guidance and counseling services.

AIDS education program. In collaboration with the State Department of Health Services, the program provides technical assistance in AIDS education to local education agencies by offering current information on AIDS and its prevention and training of school staff.

Surrogate parent program. This legislatively mandated program provides for the appointment of surrogate parents when the parent(s) or guardian(s) of a child who may require special education are unknown or unavailable, or the child is a ward of the state. These surrogate parents represent the child in the educational decision-making process. The majority of the children served by the program are committed to the guardianship of the Department of Children and Youth Services and may reside in foster homes.

Homeless children and youth. The Stewart B. McKinney Homeless Assistance Act mandates that each state collect data on the number and location of homeless children and youth in the state and assess the nature and extent of problems of access to and placement of homeless children and youth in the public school system. The act also provides funds to establish remedial education programs in shelters to help meet the educational needs of homeless individuals.

Major Achievements

- Sent $42,898,642 in entitlement grants to local school districts to serve approximately 54,000 students. Also awarded $2,770,450 in migrant grants to 9 school districts and $464,292 to institutions serving neglected and delinquent children and to correctional institutions serving young adults under age 21. (Board Goals I, VI)

- In 1989-90, $9,750,000 were provided for supplementary services for low-achieving public and nonpublic school students. (I)

- For 1989-90, $5.2 million in Chapter 2 federal funds were awarded to Connecticut. Approximately $4.2 million in entitlement grants were sent to local school districts to implement authorized programs. Approximately $1 million constituted state set-aside funds used for technical assistance (61%), state administration (22%), direct grants to local school districts for schoolwide program improvement (9%) and direct grants to regional educational service centers (8%). (VI)

- Awarded $1,039,000 in grants to 30 local and regional school districts to develop, implement and assess interdistrict educational programs and services. Special emphasis was placed on interdistrict programs which promoted quality and integrated education. (I)

- Awarded $950,000 in Summer School Incentive Grants to 23 programs operated by local or regional school districts. (I, VI)

- Approximately 12,000 eligible students were served by bilingual programs in 12 school districts. (I)

- Sixty elementary and secondary schools participated in the state-sponsored School Effectiveness Program. (VI)

- Ninety-four schools participated in the School Breakfast Program, serving 39,435 children. Twenty-seven districts with 242 schools are designated as "severe need" schools. (I)

- Successfully conducted the Mock Trial Competition, Junior Debate Program and the Court Visitation Program. (II, VI)

- The State Student Advisory Council on Education (SSACE) prepared a booklet entitled *High School Survey on Quality and Integrated Education Programs* and presented a statewide conference on quality and integrated education for more than 350 high school students and advisors. SSACE members also assisted the Department of Education and the education community by reacting to proposed education legislation and by providing input into the following: the Students Rights and Responsibilities Project of the Civil Liberties Union; the Governor's Partnership to Prevent Substance Abuse in the Workforce and in Schools; *Challenge for Excellence, Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan 1991-1995;* and the Governor's Commission on Quality and Integrated Education. (I)

- Conducted compliance reviews of 38 local school districts and 21 private special education facilities. (I, VII)

- Conducted 38 formal special education hearings and 63 mediations, and processed 184 parent inquiries. (I)

- Distributed $17,565,904 in federal handicapped grant funds to 166 public school systems to enable them to provide supplementary special education and related services to students with special education needs. (I, III, V, VI)

- Offered technical assistance to all school districts in the state regarding the provision of educational services to handicapped and gifted and talented students. (I, VI)

- Continued evaluation of local school district program services in the areas of school psychology, school social work, guidance and counseling services and health education. (II)

- Assigned surrogate parents to more than 1,600 students during the school year. (I)

- Through the Special Education Resource Center, provided in-service training to 6,120 regular education instructors, special education teachers, pupil personnel staff, school administrators and parents during the 1989-90 school year. (II, III, V, VI)

- Approximately 75,000 handicapped and gifted students received special education and related services in the state during the 1989-90 school year. (I, II, III, V)

- Granted funds to seven local school districts under the Primary Mental Health Program. The grant focuses on the implementation of a non-special education, school-based early detection and primary prevention program. (II, VI)

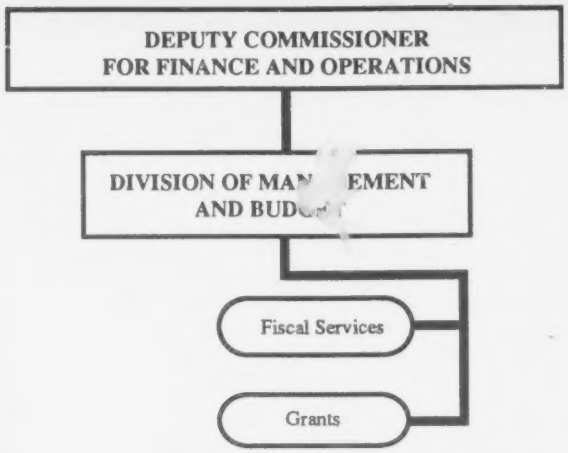
Table 3
Division of Education Support Services — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	3	$ 204,553	$360,907	-	-	$225,355,933
Bureau of School and Program Development	14	729,871	71,357	-	-	-
Bureau of Special Education and Pupil Personnel Services	7	337,954	144,328	$109,316	-	-
Division Total	**24**	**$1,272,378**	**$576,592**	**$109,316**	**-**	**$225,355,933**

- Distributed a total of $15,000 under Title VII B of the Stewart B. McKinney Homeless Assistance Act to three shelters for the homeless for the purpose of initiating remedial programs for school-age children. (I)

- Six Bilingual Education Institutes for Teaching and Learning and 25 professional development workshops were conducted at the local, regional and state levels in order to enhance the skills of those serving language minority students. In addition, Puerto Rican educators visited Connecticut bilingual educators with the primary goal of understanding the issues that face Puerto Rican students in Connecticut and the impact of circular migration on their educational achievement. (I, VI)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
Division Director	2	$ 137,915	-	-	$106,658,447
Bureau of School and Program Development	24	1,585,403	$ 599,036	-	-
Bureau of Special Education and Pupil Personnel Services	27	1,720,355	2,953,396	-	-
Division Total	53	$3,443,673	$3,552,432	-	$106,658,447



The Division of Management and Budget provides centralized support services to all operating divisions of the agency in the areas of fiscal services, grants processing and management systems. Specifically, the division is responsible for providing centralized fiscal data collection, calculation, processing, monitoring and analysis services. These services translate into the task responsibilities of the individual sections of the division (Grants Processing and Fiscal Services). The data generated is used by the agency in communicating with the State Board of Education, other state and local policy makers, local school districts and concerned members of the public.

Fiscal Services

This unit coordinates a budget development process which ensures that an orderly, complete, accurate and timely budget request is prepared; prepares, monitors and processes payrolls, inventories and leases; operates the central stockroom; and provides centralized mail and duplicating services to the agency. It also provides assistance in the area of information management and monitors audit recommendations and forms review. In addition, the unit performs all functions required to record and report all financial transactions of all funds received and dispersed by the agency, and provides a centralized system for purchases, payments and contract processing.

Grants Processing

This bureau ensures that the state's local school districts, other eligible local education agencies and other eligible state agencies receive their proper share of state and federal grants-in-aid for educational purposes. The bureau provides this service through the development and maintenance of a grant data system, grant calculation programs, and quality control procedures. The staff also provides technical assistance to local education agencies submitting grant data or requesting grant information. The bureau controls the flow of funds to grantees through the agency's cash management system. It also produces information enabling the agency to monitor and manage the grants process. Included are grant approval and payment reports, budget projections and grant simulations based on potential legislative changes to grant formulas.

Major Achievements

The accomplishments of the Division of Management and Budget in 1989-90 related particularly to State Board of Education Goals I, VII and X.

- The Bureau of Grants Processing undertook the added role of school finance administration. (Board Goals I, X)
- Worked cooperatively with the Office of Policy and Management in order to ensure that required grant reductions were made in accordance with the principles of equalization and equity. (I)

Table 4
Division of Management and Budget — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	5	$ 318,144	-	-	-	-
Fiscal Services	74	1,812,230	$943,705	-	$420,412	-
Bureau of Grants Processing	31	1,166,750	161	-	-	$895,193,145
Division Total	110	$3,297,124	$943,866	-	$420,412	$895,193,145

- Implemented an automated system in the accounting unit for grant expenditure reporting which is linked directly to the annual End-of-School-Year Report filed by local education agencies. (VII)

- Successfully implemented an automated data transfer system which gives local education agencies the ability to electronically enter their expenditure information in the Department's cash management and prepayment grant systems. (VII, X)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division Director	-	-	-	-	-
Fiscal Services	1	$ 28,306	-	-	-
Bureau of Grants Processing	4	124,664	-	-	-
Division Total	5	$152,970	-	-	-

The mission of the Division of Rehabilitation Services is to create, through the provision of individualized rehabilitation services, an environment which enables persons with disabilities to become productive and independent. The division provides a wide array of individualized services, including vocational guidance, counseling, training, supported employment, rehabilitation engineering, independent living services and job placement. The staff members also administer a program to determine the eligibility of applicants for benefits under the Social Security Disability Act of 1954, as amended.

Functionally, the division is composed of the Bureau of Client Services, the Bureau of Organizational Support, and Disability Determination Services.

Bureau of Client Services

The bureau provides direct individualized services to clients under state- and federally funded programs of vocational rehabilitation and independent living. Through a network of district and local offices, and in cooperation with rehabilitation facilities and community-based programs, clients receive individualized planned services to enhance their employability and self-sufficiency. To expand and improve the bureau's services to clients, staff members perform the functions described below.

Independent living services — coordination of the provision of independent living services to increase the functional independence of persons with severe disabilities not currently eligible for the vocational rehabilitation program. This is done through the oversight of grant-funded, community-based, consumer-controlled centers, and through the administration of a comprehensive service delivery system.

Facilities — oversight of the provision of services through rehabilitation facility programs and assistance concerning the expansion and development of community-based services.

Casework consultation — provision of consultation and technical assistance on unusual or extraordinary issues relating to the following: the service needs of individuals with severe disabilities, including traumatic brain injuries, long-term mental illness, learning disabilities or hearing impairments; architectural and rehabilitation engineering consultation; and systems to improve the quality and efficiency of the service delivery process.

Placement — coordination and consultation with staff, community-based organizations and employers to enhance employment opportunities.

Social Security — liaison with Social Security Administration programs to initiate rehabilitation services for recipients of Social Security Disability Insurance and Supplemental Security Income benefits.

Supported employment — development of community-based, integrated employment opportunities for persons with the most severe disabilities.

Bureau of Organizational Support

This bureau coordinates administrative and technical support services to ensure the provision of comprehensive, high-quality services to clients. Through the use of federal/state grants, cooperative efforts with other agencies and the provision of technical assistance, the bureau fosters the development of new or the expansion of existing services to clients. Its varied functions are summarized here.

Program planning and development — development and monitoring of a strategic plan, preparation of state and federal planning documents, administration of grant programs and development of cooperative agreements with other agencies.

Program evaluation — coordination of data analysis, program monitoring, quality assurance and dissemination of research information.

Management information systems — coordination and integration of client and fiscal databases and the development of efficient interoffice electronic communication and support services.

Research utilization — dissemination of information to staff and the public regarding division programs and activities as well as developments in the field of rehabilitation.

Human resource development — coordination of staff recruitment, selection and professional staff development.

Medical consultation — coordination of recruitment and selection of qualified medical, psychological and other health care professionals, evaluation of the quality of medical reports, provision of training to staff and medical consultants, and maintenance of agency fee schedules.

Client outreach — facilitation of client advocacy and outreach, particularly to individuals with severe disabilities, minorities and underserved populations.

Disability Determination Services

In accordance with federal law and Social Security Administration regulations, Disability Determination Services (DDS) makes determinations on claims for cash benefits under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. DDS is comprised of three bureaus:

The **Bureau of Medical Services** facilitates the timely collection of documentation and medical evidence relating to disability claims, provides liaison and training to the medical community regarding Social Security disability programs, and coordinates specialty consultative examinations;

The **Bureau of Program Operations** documents and analyzes medical and vocational evidence to determine claimant eligibility for disability benefits; and

The **Bureau of Administrative Services** provides the support services necessary to implement the goals of these programs, including fiscal operations.

Major Achievements

The accomplishments of the Division of Rehabilitation Services relate particularly to State Board of Education Goal IX — Rehabilitation Services. During fiscal year 1989-90, the division:

- Provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and post-employment services to 14,966 persons with physical or mental disabilities. Of these, 1,865 were rehabilitated. The proportion of clients rehabilitated who had severe disabilities rose from 67.2 percent in fiscal year 1988-89 to 77.4 percent in fiscal year 1989-90.

- Adjudicated more than 21,000 claims for Social Security Disability Insurance and Supplemental Security Income benefits, with an average case processing time of 55.5 days. The quality and accuracy level was 94.4 percent, exceeding federal requirements. For the second consecutive year, Disability Determination Services was ranked number two in the nation in productivity.

- Honored more than 20 clients and their employers at statewide and local receptions, recognizing them for their achievements in vocational rehabilitation and independent living.

- Secured $109,000 in state funds to provide innovative cognitive and vocational adjustment services to more than 60 individuals with traumatic brain injuries who, without such funding, would not receive these services.

- Enhanced interagency cooperation by:

  — evaluating and strengthening the cooperative agreement with the Connecticut Traumatic Brain Injury Association, Inc.;

  — continuing to implement local cooperative agreements with the Board of Education and Services for the Blind and the Departments of Mental Retardation and Mental Health to foster joint service planning and cooperation for individuals who can benefit from supported employment services;

  — completing a formal evaluation of the Department of Education's Interdivisional Cooperative Agreement Concerning Services to Persons with Disabilities, including recommendations for initiatives to promote the expansion of transition services for students with disabilities; and

  — supporting the Department of Labor's Select Ability Matching (SAM) Network which, through its computerized job matching system, assisted nearly 200 individuals with disabilities to become employed. More than 81 percent of those placed in jobs were DRS clients.

- Continued the division's commitment to provide individualized rehabilitation services to clients with deafness and hearing impairments, by maintaining a cadre of specialized staff to serve this population.

- Fostered the expansion of school-to-work transition programming for students with disabilities by:

  — conducting a statewide assessment of the status of transition programming in secondary schools, and of their training and technical assistance needs;

  — establishing an interdisciplinary transition steering committee representing schools, families of students with disabilities, advocacy organizations, and adult agencies and service providers;

— continuing to administer a state-legislated and nationally recognized project to expand vocational rehabilitation services to secondary school students in Bloomfield, Hartford, West Hartford and Wethersfield;

— jointly funding, with the Department of Education's Bureau of Special Education and Pupil Personnel Services, a contractual position to coordinate transition initiatives within the Department, and strengthen linkages with local education agencies, special education programs and planning and placement teams; and

— assigning vocational rehabilitation counselors as liaisons to all local school systems to ensure that students with disabilities are given every opportunity to access vocational rehabilitation services. This resulted in the employment of 334 young persons with disabilities.

- Developed a directory of successfully employed clients willing to act as advisors to other clients with similar disabilities and/or vocational aspirations.

- Ensured the quality of case management practices by:

  — continuing implementation of a quality assurance case review system;

  — undertaking a comprehensive review and revision of the division's policy manual;

  — maintaining an interim eligibility process to reduce delays in services; and

  — developing topical "fact sheets" to explain the division's programs and services to consumers of rehabilitation services.

- Enhanced supported employment opportunities by:

  — securing $430,000 in federal funding for the fourth year of a five-year grant from the U. S. Department of Education, Office of Special Education and Rehabilitative Services, to foster statewide systemic changes which will expand employment opportunities for individuals with severe and multiple disabilities;

  — sponsoring a series of workshops with the Connecticut Association of Rehabilitation Facilities to assist state agency personnel and private service providers in making the conversion to community-based programs, and in techniques for working with persons with severe disabilities;

— implementing demonstration projects, in cooperation with the A. J. Pappanikou Center on Special Education and Rehabilitation: A University Affiliated Program, in the Torrington and Simsbury schools to assist students with severe disabilities to make the transition into supported employment;

— conducting training for more than 800 state agency and rehabilitation facility personnel, individuals with disabilities, their parents and advocates, in the P.A.S.S. (Plan for Achieving Self-Support) program, through which individuals who receive Social Security Disability benefits can move toward employment and independence;

— issuing a request for proposals to develop supported employment services, through the state's independent living centers, for currently unserved individuals, including persons with severe disabilities, traumatic brain injuries and other severe or multiple disabilities;

— providing supported employment case services to 130 clients with severe disabilities, with an additional 105 clients making a successful transition into supported settings with ongoing employment supports;

— funding community-based pilot programs at the Hartford Easter Seal Rehabilitation Center and the Greater Hartford Association for Retarded Citizens to develop supported employment opportunities for individuals with long-term mental illness, and persons with mental retardation currently in sheltered employment, through the use of natural supports at the work site; and

— providing funding to the Institute for Human Resource Development to give technical assistance to supported employment programs, including the development of quality indicators. A longitudinal study of individuals placed in supported employment also was initiated.

- Expanded independent living programs by:

— applying for federal funds to establish a sixth consumer-controlled independent living center to serve the northeast corner of Connecticut;

— assisting the five existing independent living centers to implement action plans based on a comprehensive external evaluation done in 1989;

— assisting 159 individuals toward their independent living goals by utilizing the services of these five centers; and

— hiring a full-time counselor to provide comprehensive independent living services to individuals with severe disabilities not eligible for the vocational rehabilitation program.

- Developed a task force on severe disability to enhance service delivery to persons with severe physical disabilities.

- Designated an AIDS coordinator to ensure timely processing of applications for Social Security disability benefits, and to provide outreach and training to the public regarding AIDS and AIDS-related disabilities.

- As part of a division outreach plan, publicized the division's mission and programs through the development and dissemination of newsletters, pamphlets and flyers.

- Monitored the toll-free hot line to provide information, assistance and follow-up regarding the division's services.

- Revised the division's policy on standards for the purchase of services from community-based providers.

- Continued to assess client satisfaction with vocational rehabilitation services through surveys and the review of hot line inquiries.

- Conducted a comprehensive needs assessment of 184 facilities in Connecticut as part of the development of the division's state plan for rehabilitation facilities.

- Conducted in-service training programs for staff in conjunction with other state agencies, colleges and universities and other service providers to enhance staff knowledge and understanding of issues related to services for persons with severe disabilities.

- Reestablished quarterly meetings with community-based service providers to ensure effective delivery of vocational rehabilitation services to clients.

- Developed guidelines and procedures to implement an order of selection in the event of insufficient funding to serve all eligible clients.

- Continued to upgrade the division's management information system to provide timely information and reports regarding clients served and types and cost of services provided.

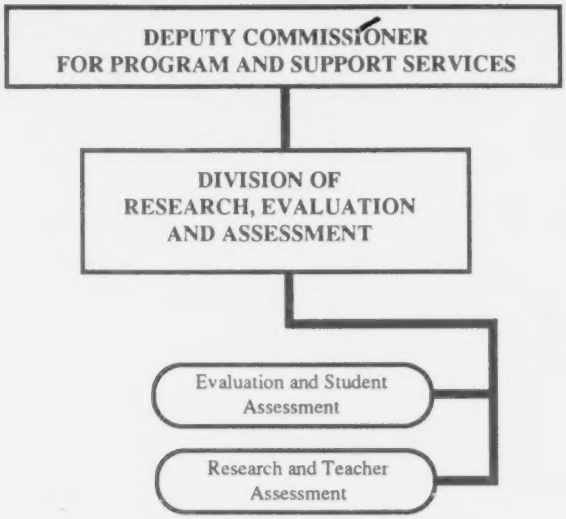
- Secured an additional $1.5 million from the State Department of Education above the basic state allotment for the purchase of direct client services.

- Utilized the services of a management consultant to assist all levels of staff to develop a greater understanding of the division's mission, philosophy and strategic goals, and to strengthen communication between management and staff.

Table 5
Division of Rehabilitation Services — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equip-ment	Grants and Other Payments
Division Director	-	-	-	-	-	-
Disability Determination Services	-	-	-	-	-	-
Bureau of Client Services	8	$427,903	$3,856	-	-	$6,611,722
Division Total	**8**	**$427,903**	**$3,856**	-	-	**$6,611,722**

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
Division Director	-	-	-	-	-
Disability Determination Services	106	$ 4,870,826	$3,743,207	-	-
Bureau of Client Services	203	8,665,533	2,440,662	-	-
Division Total	**309**	**$13,536,359**	**$6,183,869**	-	-



The central purpose of the Division of Research, Evaluation and Assessment is to ensure that Department staff members, Connecticut educators and citizens have the information they need to direct and operate effectively the public elementary and secondary schools of the state. Staff members of the division prepare information, regularly and on request, in forms useful to state and local policy makers, program managers and the public. Technical assistance and publications cover research findings, testing and assessment results, program evaluations, policy analyses, and reports on Department activities and on the condition of education in the Connecticut public schools. It is the division's responsibility to incorporate these findings into policy recommendations concerning the educational interests of the state.

The division is comprised of two bureaus. The Bureau of Evaluation and Student Assessment performs the functions of data collection and analysis, program evaluation and student assessment and testing. The Bureau of Research and Teacher Assessment performs the functions of research services, teacher examination and teacher performance assessment.

Bureau of Evaluation and Student Assessment

Staff members provide consultative services, statistical information and policy analyses concerning achievement of elementary and secondary students in Connecticut public schools. In addition, staff members monitor the quality and effectiveness of major federal and state education programs. Finally, the Department designs data systems that monitor and assess the characteristics of Connecticut students, programs and school districts.

Student assessment and testing. Staff members develop, administer and report on the results of the Connecticut Mastery Test, which is administered to approximately 120,000 Connecticut students in Grades 4, 6 and 8, with retests in Grades 9-12. This testing program evaluates student performance against a set of specific learning outcomes or objectives in mathematics, reading and writing that Connecticut teachers and citizens have identified as essential. The results are published at the state, school district, school, class and individual levels. In 1989-90, the Department continued a major test development effort to design and develop innovative performance assessments for high school science and mathematics. The assessment staff also provides ongoing technical assistance to local school districts in the areas of test development, longitudinal analyses, test equating and test norms.

Program evaluation. In 1989-90, systematic and intensive evaluations were produced to measure and report on the performance of public educational programs. The academic progress of approximately 54,000 students in compensatory education programs was monitored, as were the basic skills and English language proficiency of approximately 12,000 limited-English-proficient students enrolled in state-mandated bilingual education programs. Formative evaluations were also implemented by program evaluation staff members in the areas of special education and dropout prevention.

Data collection and analysis. The Department has centralized its data collection and analysis systems including, but not limited to, the racial/ethnic status of students statewide, enrollments of special education and vocational education students, and nonpublic school enrollment. Annual federal and national reports and statistics are prepared for the National Center for Educational Statistics. Noteworthy recent accomplishments included preparation of special analyses for the Commissioner's racial equity initiatives; publishing of informational reports on minority students and staff, nonpublic schools, and the annual data acquisition plan; and processing of approximately 80,000 individual student special education records for state and federal grants.

Bureau of Research and Teacher Assessment

Staff members provide consultative services, statistical/research information and policy analyses concerning key indicators of the condition of education in Connecticut, the competency and quality of newly hired Connecticut public school teachers, and the development and implementation of evaluation strategies and methods for assessing the professional knowledge and pedagogical content knowledge of Connecticut teachers.

Research services. This unit provides information about the condition of elementary and secondary education in Connecticut. It has developed and continues to monitor and report on the Indicators of Success, which are the public accountability measures of the State Board of Education's Comprehensive Plan. It conducts and supports research studies on schools, staffing, teacher supply and demand, enrollments and dropouts that are designed to provide information to policy makers.

Teacher examinations. The major responsibilities of this unit are to develop and implement a comprehensive paper and pencil testing program for licensing prospective teachers. Three separate testing programs are represented: the CONNCEPT Program, which tests essential skills in reading, writing and mathematics; the CONNTENT Program, which tests subject area knowledge in 22 subject areas; and the CONNECT (elementary certification test) Program, which is a customized test to assess the competency of prospective elementary education teachers. These testing programs require close coordination with higher education, local school districts and the General Assembly.

Teacher performance assessment. This unit is charged with the implementation of the Beginning Educator Support and Training (BEST) Assessment Program. This program fulfills the legislative mandate (Section 10-145f of the Connecticut General Statutes) to evaluate beginning teachers on a professional knowledge clinical assessment based upon the 15 Connecticut Teaching Competencies. Overall, the unit is responsible for evaluating up to 1,500 beginning teachers a year, coordinating throughout the year a total of up to 9,000 independent classroom observations (six visits per beginning teacher), and training approximately 650 proficient assessors annually.

Assessment of the classroom performance of beginning teachers within the BEST Program is designed to assure that all new teachers with initial educator certificates demonstrate professional standards of teaching competency. In addition, starting in 1992, beginning teachers in Connecticut will be required to demonstrate additional subject knowledge and professional knowledge by passing oral examinations or "semistructured interviews" in selected certification areas as part of the BEST Program.

Major Achievements

The Division of Research, Evaluation and Assessment was responsible for the following major achievements in 1989-90:

- Administered the statewide Connecticut Mastery Testing Program in Grades 4, 6 and 8 to approximately 120,000 students, produced 45 customized district research reports, and implemented new computer software, Mastery Test Information Systems (MTIS), to assist school districts in instructional uses of mastery test information. (Board Goals I, VI, VII)

- Completed the first State Board of Education report on statewide data related to students academically at risk in order to determine their progress over time. (I, VI, VII)

- Completed the design and began development of the performance assessment tasks for the new Connecticut Common Core of Learning (CCL) Assessment Program. (III, IV, VI, VII)

- Continued development, training and pilot testing under a $997,000 grant from the National Science Foundation (NSF) to implement a performance assessment system in the areas of high school science and mathematics. (III, IV, VI, VII)

- Prepared the second statewide demographic and fiscal analyses on special education and launched the initial data collection for the statewide evaluation of Connecticut's special education programs. (I, VII)

- Continued development work under a U. S. Department of Education grant to support the collection and reporting of data on special education outcomes as part of Connecticut's special education evaluation plans. (V, VII)

- Completed in-depth program evaluations of the Bilingual Education, Compensatory Education, and Cooperating Teacher/Mentor Teacher programs, and initiated studies for the Birth-to-Three, Dropout Prevention and Summer School Grant programs. (I, II, V, VI, VII)

- Produced 20 state and federal research and statistical reports on the condition of education in Connecticut. (I, II, III, IV, VI, VII)

- Processed more than 79,000 individual student records as part of the Department's Integrated Special Student Information System (ISSIS). (I, VI, VII)

- Gathered and analyzed data on minority students and staff, nonpublic schools and graduate follow-up activities of public and nonpublic school students. (I, II, III, VI, VII)

- Prepared the fourth report on the State Board of Education's Indicators of Success. (VII)

- Produced 18 state and federal research and statistical reports and provided special enrollment projections for 48 school districts. (I, II, III, IV, VI, VII)

- Conducted a statewide study including approximately 1,000 Grade 10 students as part of the National Educational Longitudinal Study (NELS). (I, III, IV, VI, VII)

Table 6
Division of Research, Evaluation and Assessment — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	24	$1,100,147	$310,500	$5,394,981	-	-
Bureau of Evaluation and Student Assessment	-	-	145,740	8,545	-	-
Bureau of Research and Teacher Assessment	-	-	4,430	163,927	-	-
Division Total	**24**	**$1,100,147**	**$460,670**	**$5,567,453**	-	-

- Completed and disseminated a set of special research analyses of teacher supply and demand in Connecticut and continued to work cooperatively with the six other state education agencies as part of the Northeast Common Market Project. (I, II, VII)

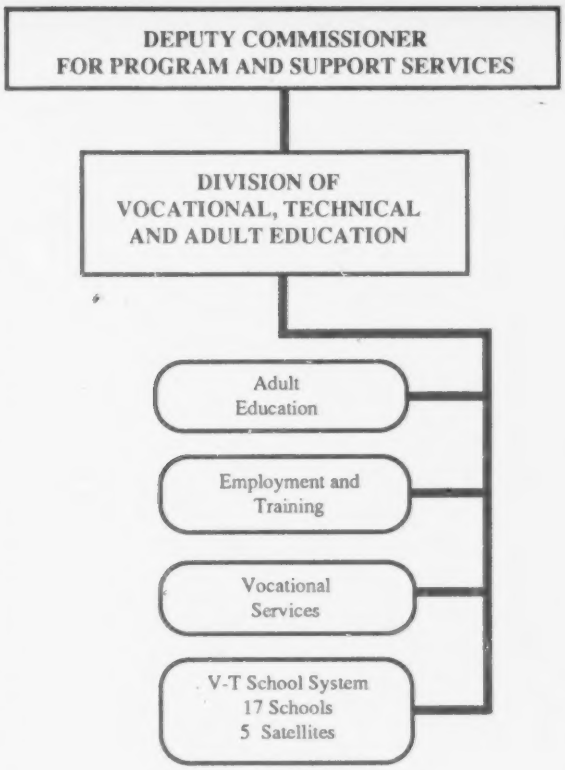
- Conducted four administrations of the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) for approximately 5,000 prospective teachers, produced and disseminated approximately 7,000 CONNCEPT handbooks, and implemented the second CONNCEPT special administration in Puerto Rico. (II, V, VII)

- Completed the final phase of the Connecticut Teacher Subject Knowledge Examination Program (CONNTENT) involving the statewide validation and standard setting for a total of 22 National Teacher Examination (NTE) tests. (II, VI, VII)

- Completed the development and validation of the Connecticut Elementary Certification Test (CONNECT) and awarded the contract for its administration beginning in July 1990.

- Implemented the first year of the Beginning Educator Support and Training (BEST) Program. As part of the BEST performance assessment, more than 700 state educators were trained as assessors and conducted more than 1,500 individual classroom assessments during the school year. Also, 5,000 BEST handbooks, 1,000 assessor manuals and a wide range of correspondence to teachers and administrators were developed and disseminated to facilitate the implementation of the BEST program.

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division Director	6	$704,841	-	-	-
Bureau of Evaluation and Student Assessment	-	-	-	-	-
Bureau of Research and Teacher Assessment	-	-	-	-	-
Division Total	6	$704,841	-	-	-



The Division of Vocational, Technical and Adult Education is comprised of the Vocational-Technical School System and three bureaus devoted to adult education, employment and training, and vocational services.

The division operates the regional vocational-technical schools and satellites; plans, funds, evaluates and provides technical assistance for secondary, postsecondary and adult vocational education programs; provides youth and adult job training and adult basic education; administers the General Educational Development (GED) or high school equivalency program; approves private occupational schools; and provides administrative services for the State Occupational Information Coordinating Committee (SOICC).

Vocational-Technical School System

The state's Vocational-Technical School System consists of 17 regional vocational-technical high schools and five satellite operations. The schools' mission is to provide intensive occupation-specific training below the associate degree level. The goal of the regional vocational-technical schools is to increase employability of Connecticut citizens and to stimulate economic growth by providing comprehensive training in 39 occupational areas. This equal-opportunity program is offered for youth and adults in collaboration with business, labor and community groups in preparation for the demands of the 21st century. Although the primary population served is high school students who receive both an academic program and trade training, adults participate in postgraduate, apprenticeship and short-term training programs.

Secondary students. Academic instruction as well as occupation-specific training is provided to ensure that students will be career-directed and will possess communications, problem-solving and citizenship skills which allow them to be productive, adaptable and contributing members of society. Upon graduation, students can pursue postsecondary education; enter, at an advanced apprentice level, the trade for which they received training; or choose to work in a related career area.

Adult students. A variety of programs for adults is offered by the vocational-technical schools. Postgraduate extension programs, primarily for individuals who are registered apprentices, are carried out in cooperation with the Connecticut Apprenticeship Council and Labor Department. The schools also offer classes designed to provide training, retraining or upgrading of skills for persons employed in a trade or occupational area. In addition, bilingual vocational-technical and adult diploma programs are offered in many schools.

Curriculum and teaching. Staff consultants provide technical assistance and consulting services for the academic, related and trade programs offered in the schools. Consultants monitor the implementation of Department of Education initiatives.

School services. Consultants offer assistance and direction concerning guidance, special education, Education Evaluation and Remedial Assistance (EERA), bilingual education, Drug Free Schools, Chapter 1 programs and psychological services provided in the schools.

Building operations and maintenance. The staff is responsible for managing all renovations and new construction and for ongoing maintenance for all the schools in the system. Fiscal and clerical support is provided in all schools.

Bureau of Adult Education

The Bureau of Adult Education continuously seeks to improve the availability and quality of education and training for adults. The two units which carry out the activities of the bureau are the Basic Skills Unit, which includes the Adult Education for Basic Skills and High School Equivalency Testing sections, and the Adult Vocational Education Unit, which includes the Private Occupational School Approval and Veterans Education sections.

Adult education for basic skills. Staff members develop programs and provide technical assistance primarily to help communities, businesses and other groups meet the educational needs of youth and adults who are served, including those who have dropped out of school prior to completing 12th grade, those who do not read, write and compute at the secondary level, those who are non-English-speaking and those who need vocational and occupational training. This unit also issues Statement of Age Certificates to youth seeking jobs and Vocational Permits to youth on probation. It also staffs the Coalition for Literacy.

State high school diploma program. Staff members administer the General Educational Development (GED) testing program, which appraises the educational development of adults who leave school before completing their formal high school education. The program provides Connecticut adults with a second chance to obtain a high school diploma. In 1989-90, 5,884 state residents took the GED examination; as a result, 3,636 diplomas were awarded to successful applicants (3,371 passed the English form and 265 passed the Spanish form). The section also reviews other credentials and evidence for awarding the diploma in accordance with state statute.

Private occupational school approval. The staff reviews and recommends for approval private occupational schools which offer programs designed to provide skills for employment in particular trade, industrial or service occupations. Together, these schools enroll approximately 32,000 students. Certification of authorization from the commissioner of education, required by statute for program approval, is based upon the results of staff inquiries into the following: the adequacy of course content, facilities and equipment, training and experience of instructors; the financial stability and responsibility of the school; and truthfulness of advertising claims. This section, in addition, monitors the Private Occupational School Protection Fund.

Veterans education. This section is responsible for approving programs of education enabling eligible veterans, their eligible dependents and service persons who enroll in these programs to receive educational assistance benefits from the Veterans Administration. Staff members act as agents for the State Board of Education, which has been designated as the State Approving Agency for evaluating, approving and supervising Connecticut-based schools. Staff members also participate in seminars and meetings with state and national veterans groups and periodically issue school and course directories and other information for veterans.

Bureau of Employment and Training

The Bureau of Employment and Training administers the Coordinated Education and Training Opportunities Grant, which provides diverse disadvantaged populations with activities, services and programs to improve long-term employability. It also manages a new grant, "Connecticut's Future: An Employment and Training Program for Urban Youth;" administers the gender equity provisions of the Vocational Education Act; and provides administrative services for the State Occupational Information Coordinating Committee.

Coordinated Education and Training Opportunities (CETO) Grant. In 1989-1990, the resources and priorities of Jobs for Connecticut Youth, the Vocational Education Grants for Excellence under the Carl D. Perkins Vocational Education Act, and the Job Training Partnership Act (JTPA)/State Education Coordination and Grants were combined with remediation funds from the Job Connection/Department of Income Maintenance to form a major initiative. CETO promotes comprehensive planning for the regional delivery of services through a system that is client centered. In 10 areas of the state, CETO collaboratives are responsible for planning, coordinating, funding and evaluating programs which make maximum use of existing resources, avoid duplication of services and activities, promote articulation among programs and deliver individualized assistance to participants. Diverse programs (which may include specific occupational training, job readiness, basic skills, remediation, support services, advanced education) focus on the needs of the eligible population: single parents, homemakers, at-risk youth, economically disadvantaged individuals, Job Connection participants, adults in need of training/retraining and individuals needing basic skills and/or a high school diploma. During the 1989-90 operating year, approximately 5,000 people were served by $3,799,707 in federal and state funds.

The staff encourages the development of exemplary programs and projects designed to improve the delivery of vocational programs and to identify and disseminate information about successful vocational education program practices. The bureau provides technical assistance in the areas of business education, consumer and occupational home economics, cooperative work education/diversified occupations, health occupations, technology education, marketing education, vocational agriculture education, trade and industrial education, and career guidance.

Formula and competitive grants. The staff provides technical assistance to all local school districts, institutions, contractors or others who receive vocational entitlements or grants under state and federal legislation. Staff members help recipients prepare grant applications and review and process proposals for competitive grants and special projects.

Vocational education program compliance. The staff monitors up to 20 percent of all entitlement programs in a process which includes on-site visits and written evaluations.

Vocational student organizations. The staff coordinates the activities of three vocational student organizations (VSOs): the Connecticut Technology Education Student Association (CT-TSA); Future Farmers of America (FFA); and Vocational Industrial Clubs of America (VICA). Staff duties include supervising students participating in state, regional and national activities; providing in-service programs for present and prospective local and state advisors and officers; and conducting seminars and conferences to help young adults develop vocational competencies as well as awareness of civic, social and moral responsibilities. Staff members also endeavor to establish relationships with the business and industrial communities and to encourage relevant, up-to-date vocational instruction in local high schools.

The bureau contracts for project directors of three additional VSOs: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO).

Major Achievements

The diverse activities of the Division of Vocational, Technical and Adult Education relate to six of the State Board goals.

Vocational-Technical Schools

- Purchased new textbooks for all students in Grades 9-12 in the following mathematics courses: Consumer Math, Trade-Related Math, Geometry, Business Math and Pre-Tech Math. (Board Goal VI, VIII)

- Developed and implemented a Life Skills Curriculum for Drug Free Schools legislation, AIDS education and health education for all students in Grades 9-12. (I, VI)

- Mentored 42 new trade and related teachers and 7 academic teachers through the Beginning Educator Support and Training (BEST) Assessment Program. (II)

- Offered staff members the opportunity to earn continuing education units (CEUs) through 18 hours of professional development programming. Nine of these were in diversity training and nine were based on the needs of the schools' staffs. In addition, 121 instructors participated in 107 CEU equivalent activities, earning an average of 2.7 CEUs, and 395 instructors participated in 27 system workshops for an average of 1.0 CEUs. A total of 566 vocational-technical instructors participated in at least one CEU activity. (II)

- Developed the five-year Rolling Equipment Plan, reflecting equity across trades and schools, accepted by the State Board of Education and submitted to the legislature. (VIII)

- Prepared reports, held hearings and reauthorized the eight trades listed below for a five-year period ending 1995. The reports were submitted to the legislature. (VI, VIII)

  Auto Body Repair
  Building Maintenance
  Electronics and Digital Electronics
  Medical Assistant
  Baking
  Electromechanical
  Machine Tool
  Plumbing and Heating

- With input and support from the industry, a new trade, Hospitality-Hotel Technology, was approved by the State Board of Education for implementation at the Ella T. Grasso Southeastern Regional Vocational-Technical School for 1990-91. (VI, VIII)

- Curriculum was updated in the following areas (VI):

  Marine Engine Repair
  Metal Trades Technology
  Electrical
  Carpentry
  Microcomputer Software Technician
  Diesel Mechanics
  Digital Microprocessor Technician
  Surgical Technician
  AP-Plumbing
  AP-Carpentry
  Art
  Algebra I 600
  Business Math
  Geometry 604
  English 11/12
  Architectural Drafting 812
  Hairdressing, Cosmetology and Barbering
  Plumbing
  Electromechanical: Major Appliance Repair
  AP-Electrical
  AP-Heating and Cooling
  Small Business Ownership
  Welding
  Consumer Math 608
  Pre-Tech Math 610
  Algebra II/Trigonometry 607
  Developmental Guidance 900

- The Long-Range Plan for the Regional Vocational-Technical School System was approved by the State Board of Education, submitted to the legislature and incorporated into the agency's new *Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education.* (VIII)

Bureau of Adult Education

- Distributed $7.0 million (estimated) in state funds and $1.8 million (estimated) in federal funds to 162 programs and special projects for adult education programs to teach basic skills, English as a Second Language (ESL), secondary school preparation and functional competencies to undereducated adults, and to train adult education professionals. (IV)

- Implemented the Connecticut Adult Performance Program (Project CAPP) by:

  — Providing assessment training to 18 school districts;

  — Conducting initial awareness training of Project CAPP in 17 new school districts, bringing the total to 66 participating districts;

  — Coordinating a data collection plan for evaluation of CAPP programs;

  — Expanding CAPP within the Division of Vocational, Technical and Adult Education and to the Departments of Income Maintenance and Labor;

  — Offering CAPP Adult Education Institutes for teachers of English as a Second Language and learning modules for basic skills instruction for adults; and

  — Developing an educational client management module. (IV)

- Formulated and implemented interagency plans and agreements to address the following issues affecting adult education programs: (1) the delivery of training opportunities from literacy and ESL, through high school completion, to specialized health care occupational training through an agreement with Union 1199 (a group of convalescent homes located throughout Connecticut); (2) the expansion of a formalized competency-based management system to assess the literacy, math and basic skills levels of incoming Aid to Families with Dependent Children and Job Connection clients in cooperation with the Department of Income Maintenance; and (3) the continuation of the relationship with the Division of Rehabilitation Services for the provision of adult education for special education adult learners through Linkages for an Education and Rehabilitation Network (L.E.A.R.N.). (I, III)

- Executed, on behalf of the Coalition for Literacy, a program which provided six mini-grants to organizations throughout the state to establish regional literacy coalitions. (IV)

- Presented, under the joint sponsorship of the Department of Education, Department of Higher Education and the Governor's Coalition for Literacy, a Summit on Adult Literacy and Education. The summit brought together representatives from business, industry, education and government to review recommendations and discuss issues relating to improvements in adult basic skills services. (III, IV)

- Redirected the distribution of federal funds via a request for proposals process to serve adults who are most in need of basic skills education and literacy training; targeted funds to areas with the highest populations of adults lacking high school diplomas; and increased support for community-based organizations as providers of an alternative delivery system. (IV)

- Monitored existing private occupational school programs at 26 sites, reviewed 12 new schools for possible operation as private occupational schools, conducted 45 on-site evaluations concerning school approval, and assessed 138 applications from participating educational institutions regarding the approval of new or revised programs. (III, IV)

- Revised and implemented the process for the appointment of evaluation team members by the Commissioner of Education for the approval of private occupational schools. (IV)

Bureau of Employment and Training

- Implemented Coordinated Education and Training Opportunities (CETO), a $3.2 million grant program for regional, collaborative, client-centered service delivery systems. CETO served more than 4,600 clients in 10 regions of the state. Services included, but were not limited to, remediation, basic and life skill training, counseling, skill training, transportation and child care. (I, III, IV)

- Implemented a comprehensive third-party evaluation of CETO. (I, III, IV)

- Implemented a needs assessment study of services to displaced homemakers and single parents in CETO. (I, III, IV)

- Implemented "Connecticut's Future: An Employment and Training Program for Youth" in Bridgeport. The program, which is targeted to the city's "hardest-to-serve" young people who have dropped out of school, provides these youth with coordinated delivery of comprehensive services. The program seeks to equip young adults to identify and attain goals for employment and education. It is funded at $300,000 per year. (I, III, IV)

- Prepared and distributed 65,000 copies of *Connecticut Career Paths,* a State Occupational Information Coordinating Committee (SOICC) publication dedicated to assisting Connecticut residents in career decision making, and distributed three SOICC newsletters highlighting new developments and trends relating to career and labor market information. (III)

- Awarded 17 grants for a total of approximately $270,000 for projects to promote gender equity. Most of these programs were targeted to increasing the enrollment of females (particularly women of color) in occupations or training considered nontraditional for their gender and to supporting a Vocational Equity Resource, Training and Evaluation Center (VERTEC) at the University of Connecticut. (I, III)

- Actively participated in, and worked on recommendations for, the Governor's Connecticut Employment and Training Commission (CETC). (III)

- Initiated the planning process to develop and implement, with the Department of Labor, a Connecticut Competencies System. The system will merge and unify the several systems currently employed by adult education programs, Department of Education employment and training programs, and Department of Labor Job Training Partnership Act (JTPA) programs. (III, IV)

Bureau of Vocational Services

- Disseminated the Policy Statement on Vocational-Technical Education in Comprehensive High Schools. (III)

- Administered $1 million in federal and $1.6 million in state funds in grants for vocational education high technology equipment, and $8 million for federal vocational education grant programs. (III, VI)

- The Plastics On Wheels (POW) program, in its seventh year of operation, served more than 250 students in four Connecticut school districts. (VI)

- Planned, organized and hosted a statewide conference, "Vocational Education 2001: Enhancing Connecticut's Economic Development by Linking Business and Industry with Vocational Education in Comprehensive High Schools," for 200 school administrators and members of the business community. (III)

- Planned and hosted an open house for Vocational Education Week. (III)

- Approved driver education programs offered in secondary schools. (VI)

- Updated the Methods of Administration to comply with federal Office for Civil Rights procedures. (I)

- Established a central registry for all nurse aides in Connecticut. (III)

Table 7
Division of Vocational, Technical and Adult Education — Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equip-ment	Grants and Other Payments
Division Director	7	$ 223,414	$ 487,179	-	-	$12,788,250
Bureau of Adult Education	15	691,629	15,645	-	-	-
Bureau of Employment and Training	2	119,039	9,634	$956,268	$ 45,728	-
Bureau of Vocational Services	6	292,795	15,904	-	-	-
Regional Vocational-Technical Schools	1,530	51,060,214	9,763,353	-	347,635	-
Division Total	**1,560**	**$52,387,091**	**$10,291,715**	$956,268	$393,363	$12,788,250

- Monitored adherence to Carl D. Perkins Vocational Education Act requirements in 23 school districts and conducted Title VI, Title IX and Section 504 reviews in 10 districts. (I)

- Piloted a Principles of Technology Course in six districts. (VI)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
Division Director	3	$ 228,769	-	-	$9,004,857
Bureau of Adult Education	2	93,830	$ 244,464	-	-
Bureau of Employment and Training	5	303,976	199,716	-	-
Bureau of Vocational Services	18	1,486,057	37,709	-	-
Regional Vocational-Technical Schools	65	2,811,219	2,940,014	-	-
Division Total	93	$4,923,851	$3,421,903	-	$9,004,857

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